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Module 6A: Beyond Canada

Grade Two

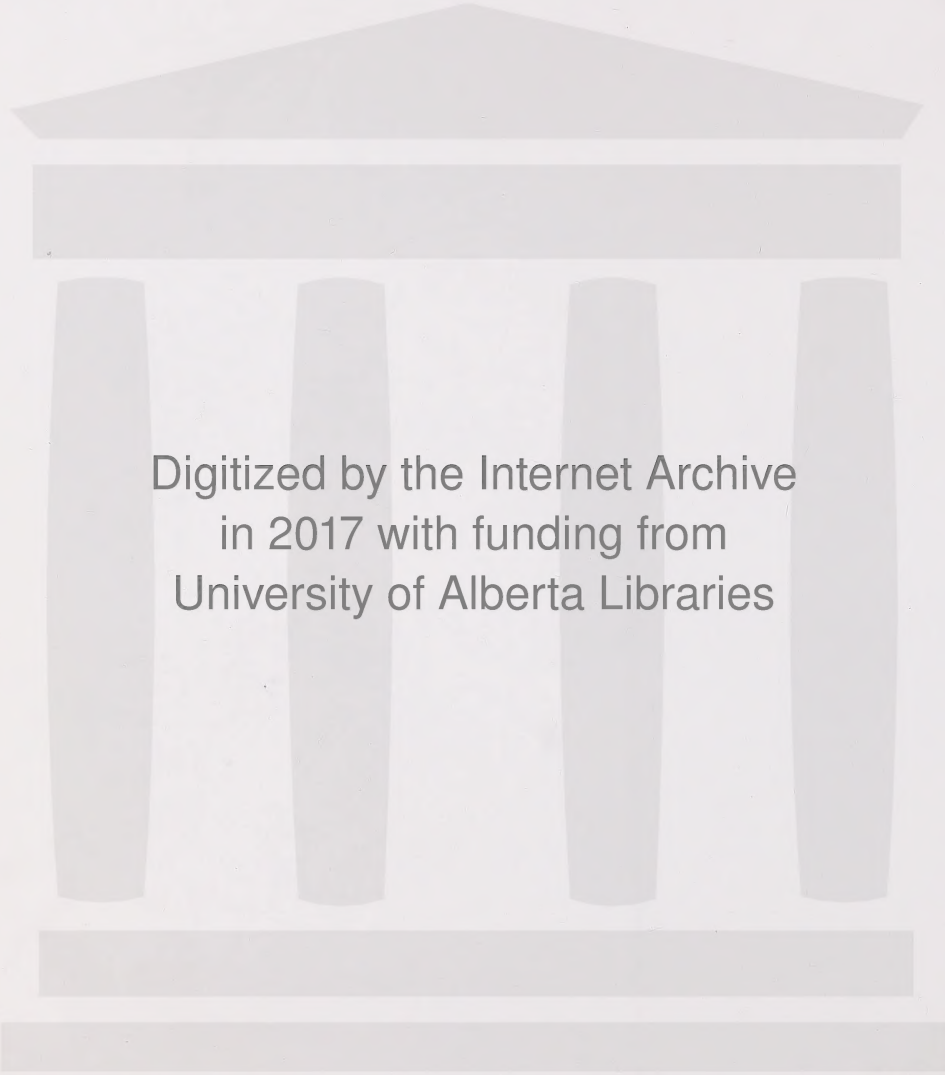
Thematic



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Grade Two Thematic Module 6A: Day 1 to Day 9

Beyond Canada



Grade Two Thematic
Module 6A: Beyond Canada
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lhb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

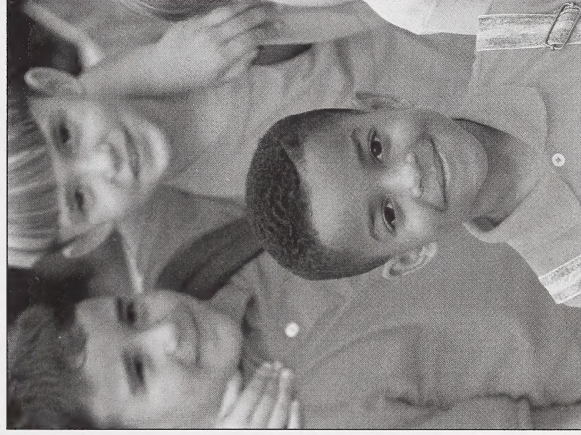
Read all the text to the student
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

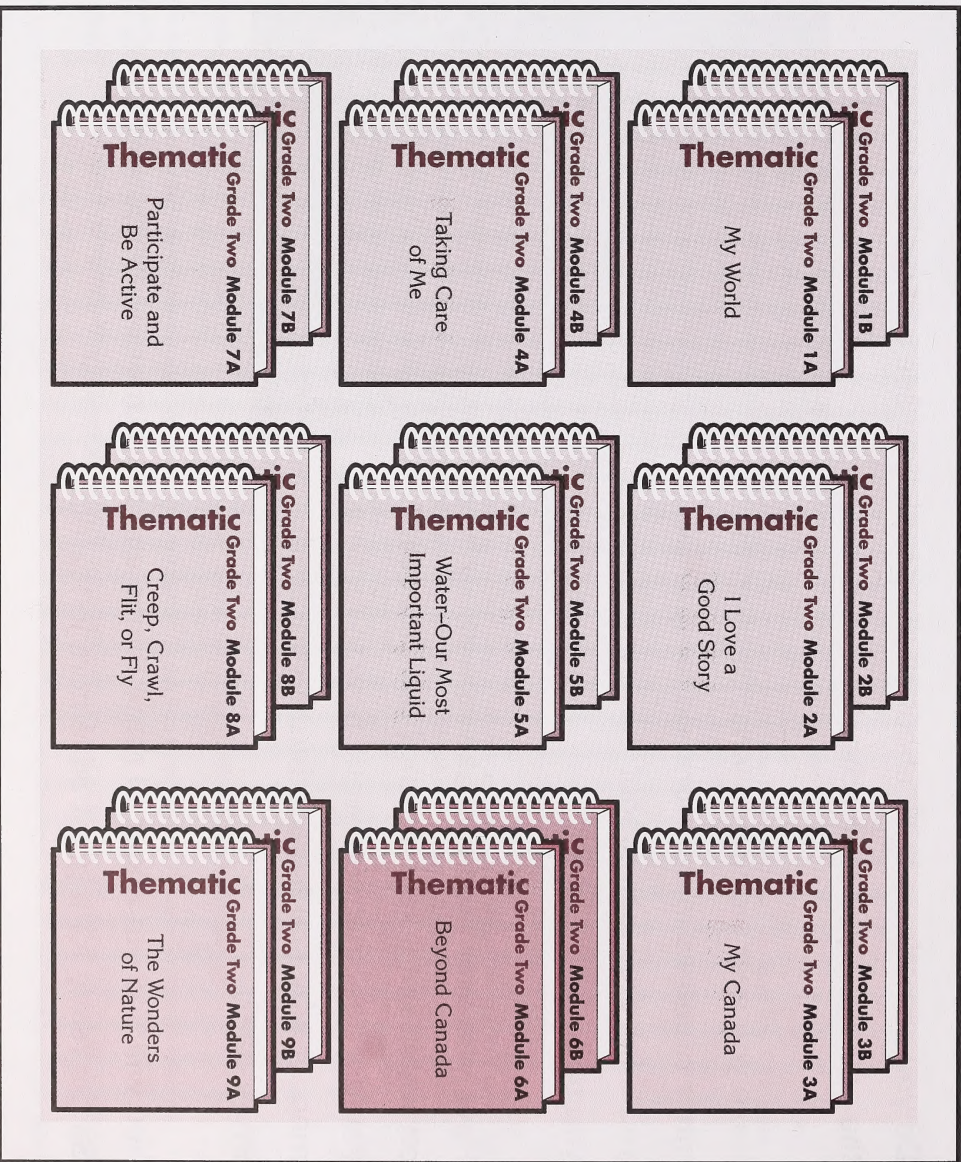
Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

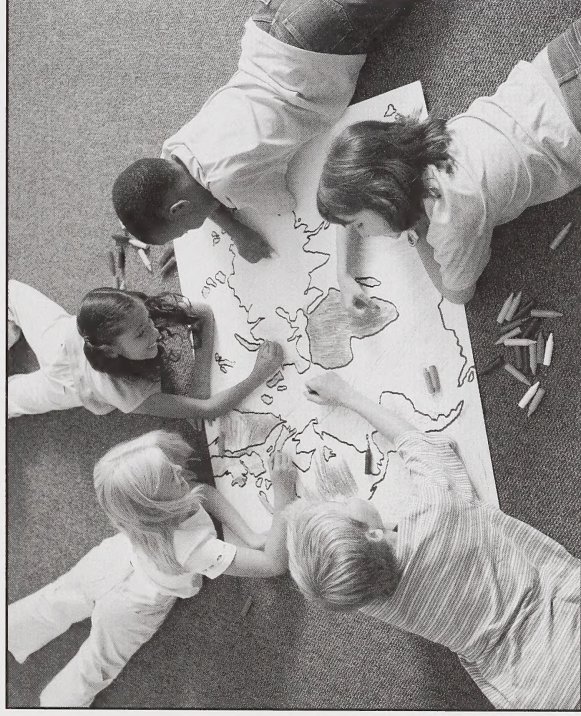
Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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Beyond Canada



You learned about the people who live in your community in Module 1 and Module 2.

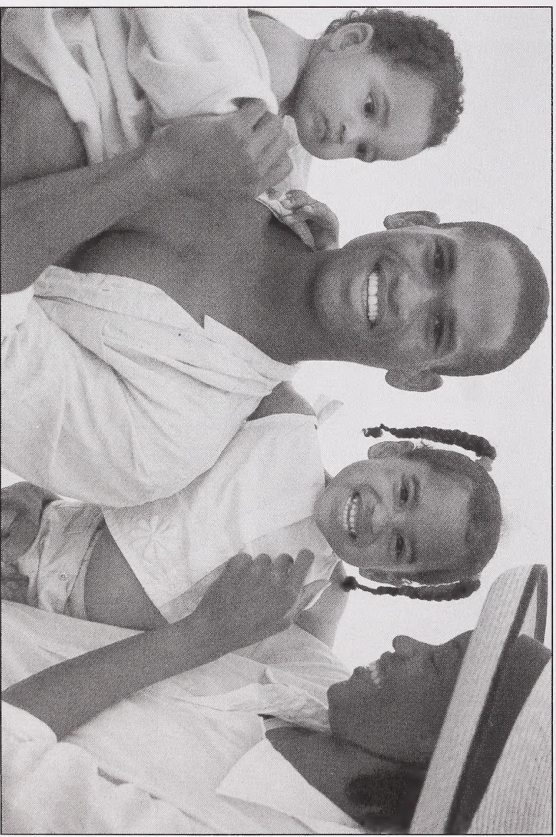
You learned about people who live in different places in Canada in Module 3.

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.

In this module you will learn about people who live in other countries around the world.

You're going to read interesting tales and stories from other countries.

You will hear music from other lands as well.

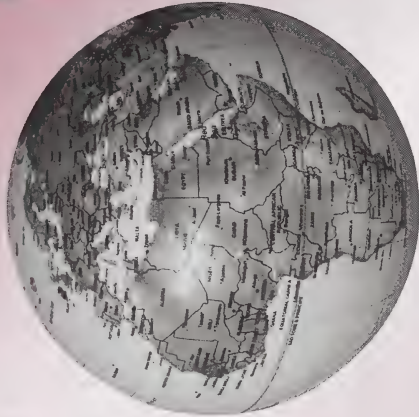
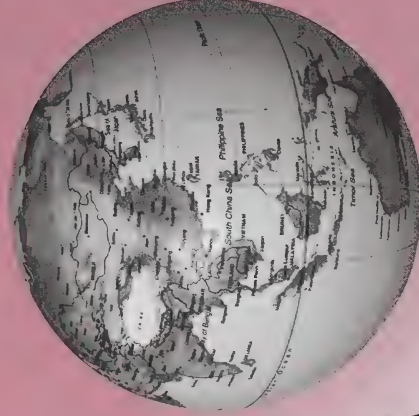
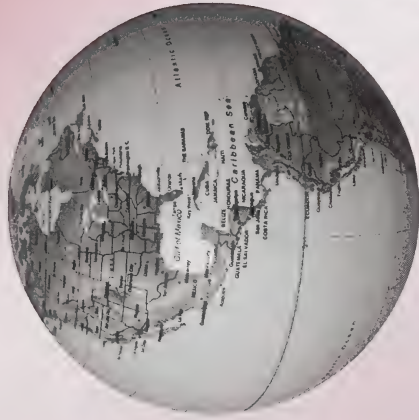


Get ready to begin the adventure in Module 6!

Day 1: Different Countries, Different People

You're going to learn about people from other countries around the world.

Today you will hear a song from some North American Native peoples and read about a little girl from Egypt. You will also look at a map that shows how big the world is.



Refer to the Home Instructor's Guide for more information about Calendar Time.

Refer to the Home Instructor's Guide for more information about this activity.

With the student, locate the United States on the globe. If the states are marked, find Arizona and New Mexico. Look for the states in the atlas as well. Show where Canada is in relation to the United States.



Calendar Time

Follow the daily procedure.



Work on Module 6: Day 1.

Music and Movement



You're going to listen to a song called "Ya-Ha Na Ho-Ya."

You probably won't understand the words because they aren't in English. The words are in the language of the **Hopi**.

The Hopi are North American Native people. Their name means "peaceful ones." They live in the United States, mainly in Arizona and New Mexico.

Look up Arizona and New Mexico in your atlas. See if you can find them on your globe.

Ya-ha na ho-ya means “be strong as a bear.” Listen to the song “Ya-Ha Na Ho-Ya” now.



Explain that the song “Ya-Ha Na Ho-Ya” is about Hopi women. When a Hopi woman has a baby, the other women gather outside her home singing and encouraging her to be “strong as a bear.”

Play the song “Ya-Ha Na Ho-Ya” from the CD *Ideas That Sing!* Volume 1.

What is the **tempo** of this song? What are the **dynamics**?

Did you like this song? What does it remind you of?

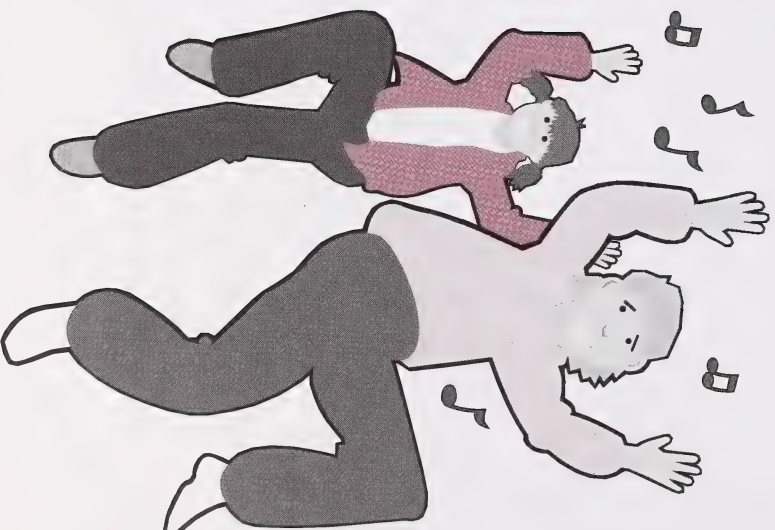
Have the student answer orally. Remind the student that *tempo* means how fast the music is and *dynamics* means how soft or loud the music is.

Play the song again. This time have the student dance or move creatively to the music. To motivate the student, move along with him or her.

Refer to the Home Instructor's Guide for suggested stretching activities.

Listen to the song again. This time, move to the rhythm of the music.

Follow your home instructor to perform stretching activities each day.





You may want to learn more about the Hopi people. Visit the following website to learn more about them:

<http://www.hopi.nsn.us>

Tales Near and Far

Do you have a favourite fairy tale? Maybe you have several favourites.

Following are the **elements** of a story:

- characters
- setting
- problem
- events
- solution to the problem

Pick one fairy tale and tell it to your home instructor. Be sure to include all the elements of a story when you retell it.



Review the elements of a story with the student.

Have the student talk about the main elements of his or her favourite fairy tale. Be sure the student covers each story element when he or she is retelling the tale.



Have the student look at the cover of the book. Discuss the title and illustration and have the student use these clues to predict what he or she thinks the book is about. Have the student answer the questions orally.

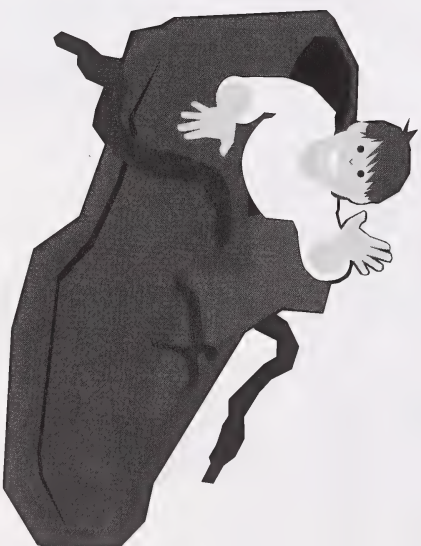
Have the student read the titles of the poems on pages 3 and 4 and study the illustrations. Tell the student that these two poems each tell a story in rhyme. Ask the student to predict what kinds of stories the poems will tell.



Take out your book *Tales Near and Far*.

Look at the cover of the book *Tales Near and Far*. What do you think the book is about?

Turn to the Contents page. Read the title of the first selection. What do you think it might be about?



Turn to pages 3 and 4. Read the titles and look at the illustrations on each page.

What are the poems about?

Who is the author of "Hugh, Hugh"?

Who is the author of "Susie and the Crocodile"?

Who is the illustrator of both poems?

Follow along as your home instructor reads the poems aloud.

Do either of the poems remind you of any stories or poems you know? Which ones? Why?

Do you know any other poems written by Dennis Lee? Are they like the poem "Hugh, Hugh"?

Have the student print the answers on the lines.

The author of "Hugh, Hugh" is **Dennis Lee**. The author of "Susie and the Crocodile" is **Sharon Stewart**.

The illustrator of both poems is **Mireille Levert**.

Read both poems aloud as the student follows along. Have the student share his or her thoughts about each poem (what was funny, what were the best parts, and so on). Have the student answer the questions orally.



The poem is written in rhyming couplets. A couplet is a simple form of poetry that is written in two lines that rhyme.

Ask the student whether the ideas in the poems were similar to his or her predictions.

Discuss the questions with the student. The student can use these ideas or write his or her own thoughts about the selections.

Look at the rhyming pattern of “Susie and the Crocodile.” What is the rhyming pattern? Think of other poems that have the same rhyming pattern.

Now read the poems aloud.

Journal Time



Take out your journal. Turn to the Reading Response section.

Did you enjoy the poems “Hugh, Hugh” and “Susie and the Crocodile”? Why or why not?

Which poem did you like best?

How did the illustrations help you enjoy the poems more?

Are the titles good ones? Why or why not?

If you could be a character in one of these poems, which character would you like to be? Why?

Write a few sentences about the poems in your journal.

Remember to print today's date at the top of the page.

New Words

The following words are from the selection "Rhyming Tales." Read them to your home instructor.

age

beside

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart.



Listen to each word as the student says it aloud. Correct the student if needed.

Remove the "Learning New Words" chart from the Appendix of this Student Module Booklet. Post the chart in the student's work area for easy reference.



Check the sentences for content, spelling, and punctuation.



The dog is beside Jon.

The student may have listed any two of the following words: rage, cage, page, sage, stage, and wage.

The answers are *be* and *side*.

Write a sentence using each of the new words **age** and **beside**.

1. _____

2. _____

Add one or two consonants to the beginning of the word **age** to make two new words. Print the words on the lines.

What two words make the compound word **beside**?



Take out two white index cards.

Print the two new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

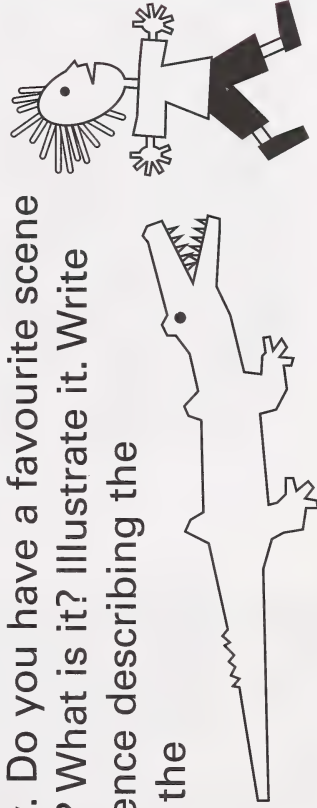
Print the two new words in your dictionary.

Draw a Scene

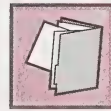


Take out unlined paper.

Read the two poems "Hugh, Hugh" and "Susie and the Crocodile" silently. Do you have a favourite scene from either poem? What is it? Illustrate it. Write a **caption** (a sentence describing the illustration) under the picture.



You will send your illustration to your teacher on Day 9.



If there are any other words from the selection "Rhyming Tales" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Discuss the student's favourite part in either poem. Have him or her illustrate it. Tell the student that a caption is either a title or brief explanation added to an illustration.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.



You may send your work to your teacher on Day 9.

Break for lunch.



Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.



Fun with Phonics

Read these phrases aloud.

revisit the farm unlock the barn door
stare in disbelief

On the lines, print the words from the phrases that have a **prefix** added to a base word.

Underline the prefix in each word. Circle the base words. What does each word mean?





Review that prefixes are word parts added to the beginning of base words to make new words. Have the student recall the meaning of the prefixes *re* ("do again"), *un* ("not" or "the opposite of"), and *dis* ("not"). The answers are *revisit*, *unlock*, and *disbelief*.

Have the student weave an oral story out of the three phrases. Encourage him or her to use other words with the prefixes *re*, *un*, and *dis*. Print the words with these prefixes on the board as the student says them.

Dictate the following sentences.

1. Does your puppy disobey you?
2. You can reuse the carton.
3. Why is your friend unhappy?

Check the spelling, punctuation, and circled words afterward with the student. The circled words are *disobey*, *reuse*, and *unhappy*.

Can you make up a story using the three phrases from the previous page? Circle  **Yes** or  **No**. Try it. Tell your story to your home instructor.

On the lines, print the sentences you hear your home instructor say. Circle the words with prefixes **re**, **un**, and **dis**.

1. _____

2. _____

3. _____

You will be working with prefixes **re**, **un**, and **dis** in your phonics book.



Do pages 227 and 228.

Faraway Places

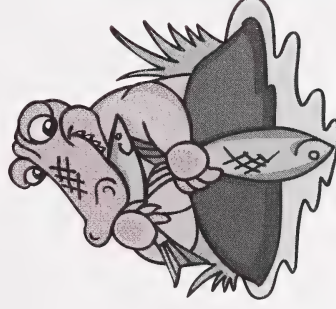


Take out your book *Tales Near and Far*.

Turn to page 4. Read the poem "Susie and the Crocodile" aloud.

Look at the illustration on page 4. Do you think Susie is in Canada? Why not?

Where do you think Susie could be? What line in the poem gives you a clue about the country where Susie is?



Refer to the Home Instructor's Guide for more information about this activity.

Discuss the setting of the poem. The first line in the poem tells the reader that the setting is beside the Nile River, which is in Africa. The clues in the illustration are pyramids, palm trees, and a crocodile. Discuss how you know that this is a hot place (because of the palm trees and the crocodile). Tell the student that one place crocodiles live is in Africa, the pyramids are in Egypt, and the Nile River is found in Africa. Explain that Egypt is a country in Africa. Have the student look at the globe to find Africa and Egypt. Look at an atlas if Egypt is not clearly shown on the globe.

There are many countries in the world. In each country there are many communities.

Look at the map of the world on the next page. It shows large areas of land. These areas of land are called **continents**.

There are seven continents in the world. They are

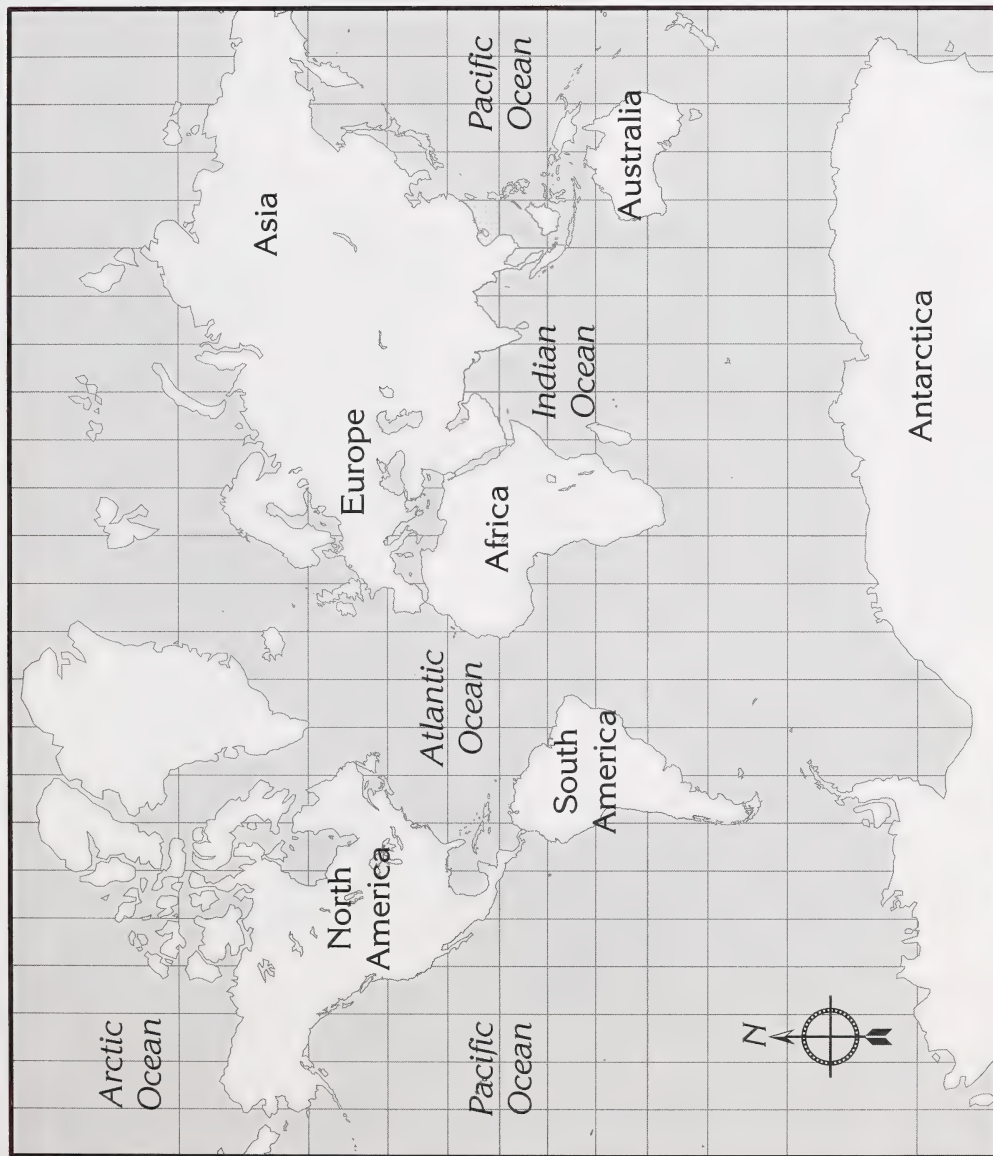
- North America
- Asia
- South America
- Australia
- Africa
- Antarctica
- Europe

Find each continent on the map.



Have the student read aloud the names of the continents.

Help the student locate the continents on the map. Then have the student find the continents on the globe.





There are many countries on most of the continents.

On which continent is Canada found?

Find North America on the map. Colour the continent green.

Now find North America on the globe. Find Canada on the globe.

There are other countries in North America. Can you find some of them on the globe? Circle  **Yes** or  **No**.

The largest country in North America is Canada. Two other large countries are Mexico and the United States.

Find and print **Canada** on the map of North America on the next page.

Have the student locate North America on the map and on the globe. Show the student where Canada is located on the map. Have the student find Canada on the globe. Help the student locate Mexico and the United States. Other North American countries include the ones in Central America and the Caribbean (even if they're not actually on the continent).

Look carefully at a map of Canada to colour Canada red on this map of North America.



Supply the student with a map of Canada in an atlas. Then assist the student with colouring Canada, including the Arctic islands, but not Alaska or Greenland.

If the globe doesn't show Egypt or the Nile River, have the student locate them in the atlas.



The girl, Susie, from the poem "Susie and the Crocodile" lives in Egypt. Egypt is a country on the continent of Africa.

Find Africa on the map or a globe. Find Egypt and then find the Nile River.

The Nile River is the second longest river in the world. (The Amazon River in South America is the longest river.) Many crocodiles live along the shores of the Nile River.



Susie speaks Arabic. Arabic is the main language in Egypt.

There are two official languages in Canada. Do you know what they are? Circle  **Yes** or  **No**.

Besides English and French, some Canadians speak other languages. Print on the lines the names of some other languages spoken by Canadians.

_____	_____
_____	_____
_____	_____

Can you speak any other languages?

Do you know anybody who can speak a language other than English? What language does he or she speak?



Complete Day 1: Assignment 1 in your Assignment Booklet.

Discuss how people speak different languages in different countries. The official languages in Canada are English and French. Guide the student to understand that people in Canada come from many countries and speak the languages of those countries. Some of the more common languages are Ukrainian, German, Polish, Cantonese and Mandarin (China), Italian, Spanish, and Hindi (India). Have the student print the names of some languages on the lines. Help the student with the spelling.

Identify people the student knows who speak another language. Discuss which countries and continents those people might originate from.

Did You Know?

There are more than 6000 languages in the world! How many do you know?



Looking Back

What part of the day did you like best? Why?

What part was the hardest? Why?

What part was the easiest? Why?

What did you learn that was interesting?

What are you looking forward to learning about?

What would you like to tell your teacher about today's lesson?

Turn to Assignment Booklet 6A and complete Day 1: Learning Log. Have the student include his or her comments.

Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Play the song “Ya-Ha Na Ho-Ya” and explain what it is about.
- Read “Rhyming Tales.”
- Show your illustration of a scene from the poem “Hugh, Hugh” or “Susie and the Crocodile.”
- Show what you learned about the continents.
- Name the official languages of Canada.



Day 2: The Lands and Oceans of the World



In Day 1 you looked at the continents that make up the major land masses on Earth. What else covers Earth? You will find out more about what covers Earth today.

You get to tell an interesting story today as well.

Calendar Time

Follow the daily procedure.



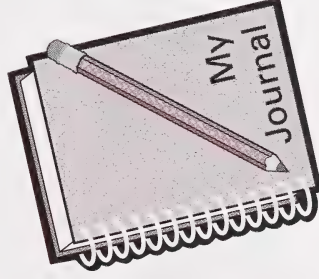
Work on **Module 6: Day 2**.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Assist the student with selecting a topic as needed.

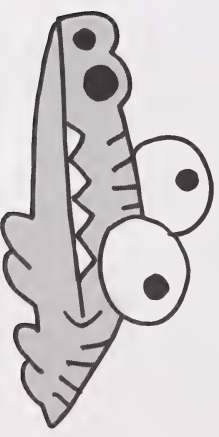
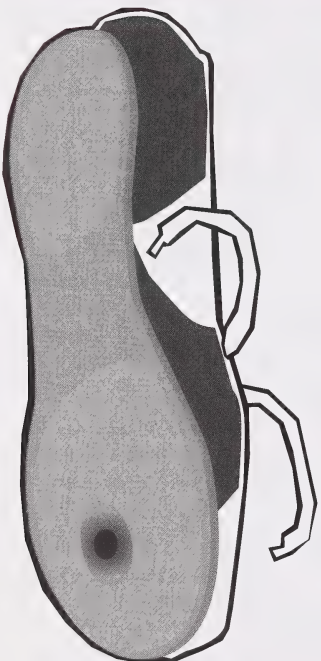
Comparing Poems



Take out your book *Tales Near and Far*.

Turn to the selection “Rhyming Tales” and read the two poems aloud.

Discuss the elements in the two poems and compare each feature as it is identified. Have the student think about the rhyming patterns. See the Home Instructor’s Guide for discussion ideas and an example of how to fill in the chart.



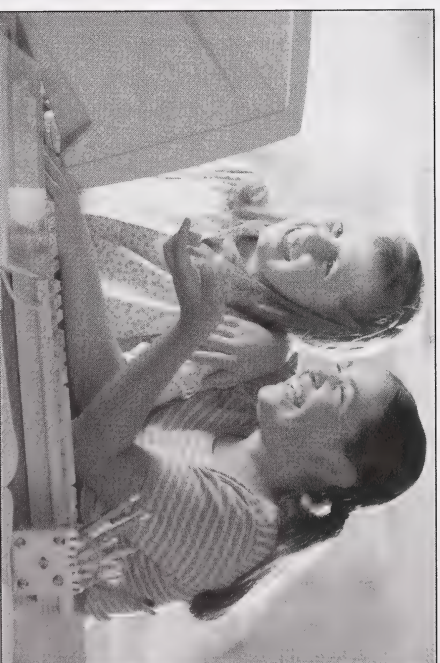
Record your ideas in the chart.

	"Hugh, Hugh"	"Susie and the Crocodile"
Kind of Tale		
Characters		
Setting		
Problem		
Events		
Solution		
Rhyme Pattern		

Telling Tales

Have you ever told a tale? Circle **Yes** or **No**.

Sometimes, when you hear a good story, you may want to tell it to someone else. You want it to sound good, so you might add a few details of your own and use your voice and face to show different moods and feelings.



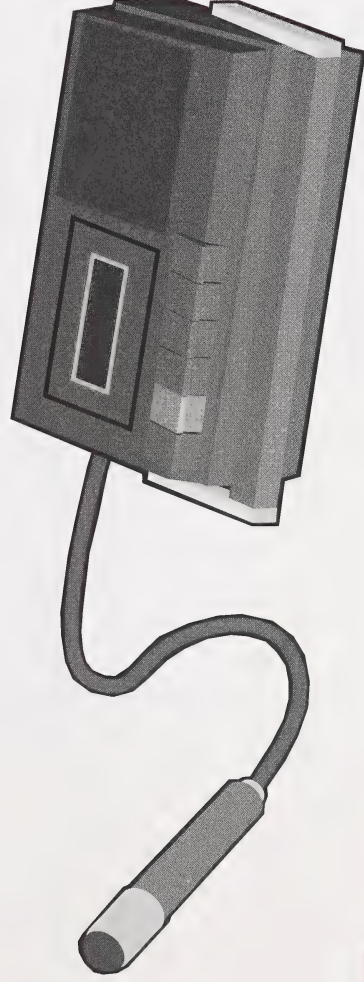
Listen as your home instructor does this with the poem "Susie and the Crocodile."

Retell the story of "Susie and the Crocodile," embellishing it to tell it with feeling and drama. Use your voice and facial expressions to create moods and feelings. See the Home Instructor's Guide for an example of how the story can be embellished.

A good storyteller makes a story interesting to the audience. Read **A Good Storyteller** from the Appendix with your home instructor. It tells you how you can be a good storyteller.

Now it is your turn to try being a good storyteller. Choose a favourite poem or nursery rhyme.

Once you have practised making the poem or nursery rhyme into an interesting story, record it for your teacher. Have fun!



You will send your recording to your teacher on Day 9.



Remove the "A Good Storyteller" chart from the Appendix. Review the suggestions with the student. Display the list on the bulletin board.

Have the student select any poem or nursery rhyme and make an embellished story of it. Make sure the student refers to the storytelling criteria. Allow time for practice.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.



You may send your work to your teacher on Day 9.

Break for lunch.



Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Refer to the Home Instructor's Guide for more information about this activity.

Fun with Phonics

Read these sentences aloud.

I have a little dog. Some people think he's a puppy because he's so small. But he's not. He's just tiny.



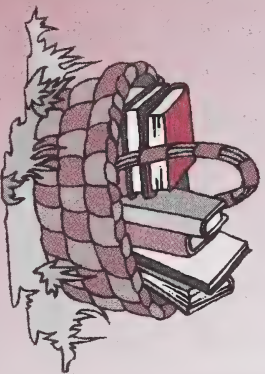
Underline the word **little** in the first sentence. Find and underline two words in the other sentences that mean the same thing.

Words that mean the same, or almost the same, are called **synonyms**.

Small and *tiny* are the other words.

Review what a synonym is.

The answers are *talk*, *bumpy*,
shout, *enjoy*, and *hit*.



Read these words aloud.

hit enjoy talk shout bumpy

Look at the underlined words in the sentences below. For each of the underlined words, choose a synonym from the words above. Print the synonym on the line beside the sentence.

1. Michael likes to speak loudly. _____
2. That is a rough road we drove on. _____
3. Don't yell at the animals. _____
4. I like reading good books. _____
5. The ship struck an iceberg. _____

You will be working with synonyms in your phonics book.



Do pages 229 and 230.



Enrichment (optional)

If you have time, you may want to do an extra activity.



A Map of the World

Look at the map on the next page. What is it a map of? Point to the continents and say the name of each one.

Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.

Have the student answer the questions orally. Review the names of the continents.

The Lands and Oceans of the World

Recall that continents are land masses.



Look at the shaded area surrounding the continents. Do you know what it is? Circle **Yes** or **No**.

By looking at the map, which do you think is the largest ocean?

Look at the compass marker on the map. Do you remember what those symbols mean? Circle **Yes** or **No**. What are they? What do they show?



Examine the map. Then answer the questions on the next page.

Have the student answer the questions orally. Tell the student that large bodies of water surround the continents. They are called *oceans*. Read the names of the oceans aloud. Review how to distinguish between land and water on a globe and on a map in an atlas. Explain that water is usually shown in blue and the land masses are in different colours.

The student should be able to see that the Pacific Ocean is the largest ocean. A globe will illustrate that fact better than a map.

Have the student answer the questions orally. Show the directions on a map. Explain that the directions are usually the same on any map. Help the student as needed with the questions.

The answers are *North America*, *Pacific*, *Atlantic*, and *Arctic Oceans*; *South America*; and *Atlantic Ocean*.

Which continent is Canada part of? _____

Which three oceans touch Canada's shores?

Which continent is south of North America?

Which ocean do you have to cross to go from Canada to Europe? _____



Complete Day 2: Assignment 2 in your Assignment Booklet.

Did You Know?

Oceans cover most of Earth. In fact $\frac{3}{4}$ of Earth is covered in water.



Looking Back

What was your favourite part of the day?

What could you have done better?

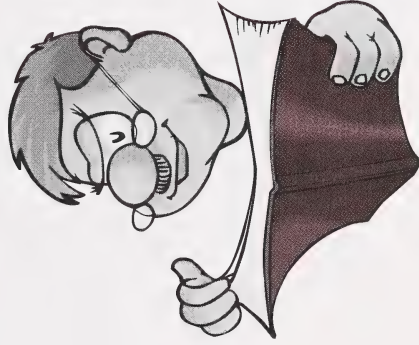
What did you like about telling the story version of a poem or nursery rhyme?

Do you like telling stories? Do you enjoy adding details to make your storytelling more interesting?

What did you learn about the oceans of the world?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 6A and complete Day 2: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read “Rhyming Tales.”
- Tell the story version of the poem or nursery rhyme you chose to record or play the recording.
- Talk about the continents and oceans of the world.



Day 3: Across the Ocean



Imagine crossing the ocean. How would you do it? You'll think of a way today.

You are going to read some poems and jokes. You will also get to write your own poem!

Calendar Time

Follow the daily procedure.



Work on Module 6: Day 3.

Music and Movement





You will sing and move to the song “Ya-Ha Na Ho-Ya” today.

On the CD *Ideas That Sing!* Volume 1, locate the song “Ya-Ha Na Ho-Ya.” Play it for the student. Remind the student that this song is sung by Hopi women.



Do you remember the song "Ya-Ha Na Ho-Ya" from Day 1?

Circle  **Yes** or  **No**.

What is the song about? What does *ya-ha na ho-ya* mean?

What language is it sung in?

Listen to the song "Ya-Ha Na Ho-Ya."

You can sing along to this beautiful song. Following are the words to it. Read them aloud.

Ya-Ha Na Ho-Ya

(Be Strong as a Bear)

Ya-ha na ho-ya away nay

Oh ya way nay

Ya-ha na ho-ya away nay

Ya-ha na ho-ya away nay

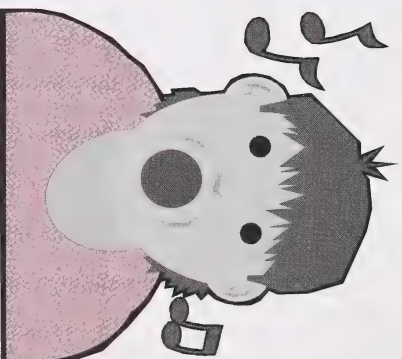
With the student, read the words to the song.

¹ Jerry Brodey, "Ya-Ha Na Ho-Ya," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1995), 12. Reproduced by permission.

Allow the student to complete some warm-up exercises. Have the student make a sliding sound that moves from a low pitch to a high pitch and then back to a low pitch again, like a siren. Do this several times, reminding the student not to yell. Play the song "Ya-Ha Na Ho-Ya." With the student, follow the text and chime in on the echoes (when the children sing).

Play the song again. This time have the student lead with the calls and you answer with the echoes. Switch and sing again. Play the song again, allowing the student to sing and move creatively to the music at the same time.

Before you sing the song, warm up your voice.



Can you sing and move creatively to the song at the same time? Try it.

Poems and Jokes

In Day 1 you read a poem called "Susie and the Crocodile." It was about an animal that lives in Africa. Today you will read poems and jokes about more African animals.

Your home instructor will help you read the poem below.



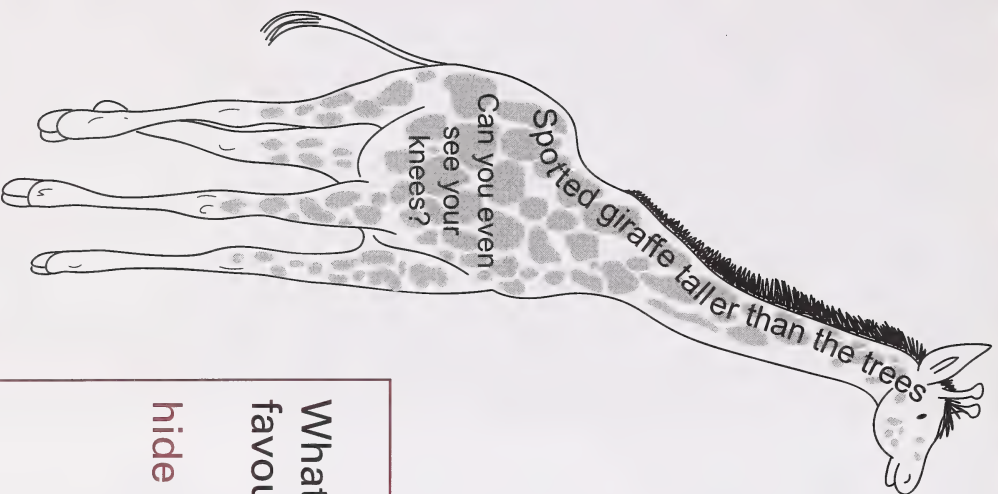
Help the student read the poem.

Read the poem aloud.

Why is the poem shaped like a crocodile? Which words in the poem rhyme?

Are you ready for more fun? Read the poems and jokes on the next pages.

Discuss the shape of the poem.
Ask the student to tell you about the rhyme scheme of the poem. Review the concept of rhyming couplets if necessary.



Joke

Why does the
giraffe eat so little?
because a little
goes a long ways



Joke

What's a parrot's
favourite game?
hide and speak





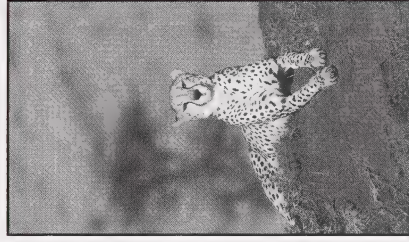
Joke

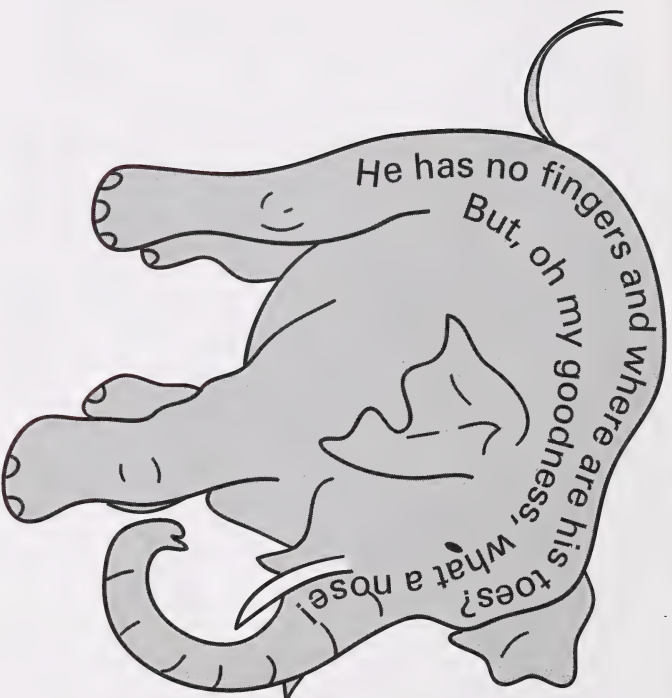
Why does a tiger have stripes?
so he won't be spotted



Joke

Which wild cat
should you never
play games with?
the cheetah





Joke

Why do elephants have trunks?
because they don't have any
pockets

Joke

What is as big as an elephant but
weighs nothing at all?
an elephant's shadow

Read your favourite joke to your home instructor. Read your favourite poem aloud too.



Journal Time



Take out your journal. Turn to the **Reading Response** section.

Which was your favourite poem or joke? Do you know any other animal jokes? Write a few sentences in your journal about your favourite poem or joke. Write one of the jokes you know too.

Remember to print today's date at the top of the page.

Listen to each word as the student says it aloud. Correct the student if needed.

New Words

The following words are from the jokes and poems. Read them to your home instructor.

why

joke

poem

Remember, if you have a hard time saying and remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order on the lines.

Print the answers to the following on the lines.

This is something a person says to make you laugh.

In alphabetical order, the words are *joke*, *poem*, and *why*.

The answers are *joke*, *why*, and *poet*.



What is the consonant digraph in **why**?

Replace the last consonant in **poem** with another one to make a new word. The new word will mean someone who writes poems.



Take out three white index cards.

Print the three new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the three new words in your dictionary.



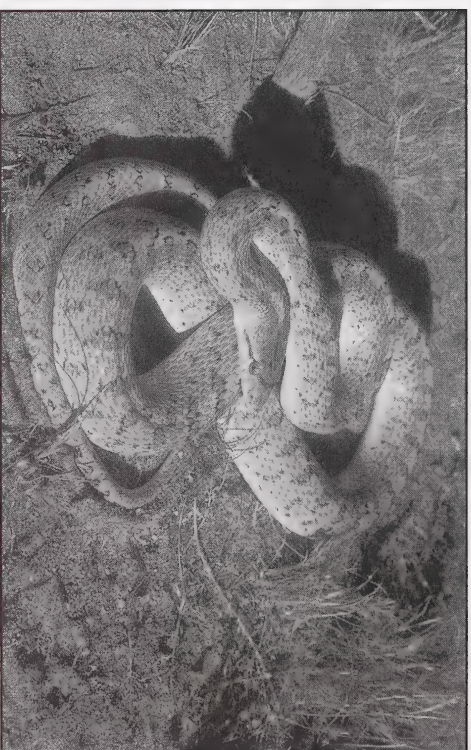
Complete Day 3: Assignment 3 in your Assignment Booklet.

If there are any other words from the reading selection that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Have the student write a poem about a snake by following the format of the poems in today's reading selections. The poem should be a rhyming couplet. On a separate piece of paper, draw a snake large enough for the student to print the poem in. To prepare the student for writing a poem, remind him or her that the poems contained rhyming couplets and to think of rhyming words that are appropriate to the topic.

A Snake Poem

Write a poem about a snake. Revise and edit the poem. Then print the final copy in the snake on the page your home instructor gives you.



You will send your snake poem to your teacher on Day 9.

Break for lunch.



Silent Reading

Enjoy your reading time.



Both you and the student read silently for ten minutes.

Spelling

It's time for a spelling test.



Go to the Spelling Pre-Test for Day 3 in your Assignment Booklet.

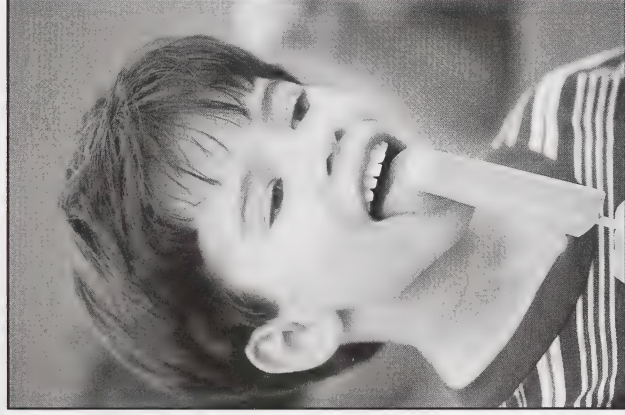
Fun with Phonics

Read this sentence aloud.

I love to eat a cold Popsicle on a hot summer day.

Underline the word **cold** in the sentence. Find and underline a word that means the opposite of **cold**.

Words that mean the opposite, or nearly opposite, are called **antonyms**.



Refer to the Home Instructor's Guide for more information about this activity.

Hot is the opposite of *cold*. Explain that words that have opposite, or nearly opposite, meanings are called *antonyms*.

Think of an antonym for each of the underlined words in the sentences. Print the antonym on the line beside the sentence.

The answers are *boring* or *dull*,
full, *stop*, *hate*, and *never*.

1. That movie was exciting. _____
2. My cup is empty. _____
3. Start when I tell you to. _____
4. I love peanut butter. _____
5. I always eat peas. _____

You will be working with antonyms in your phonics book.



Do pages 231 and 232.

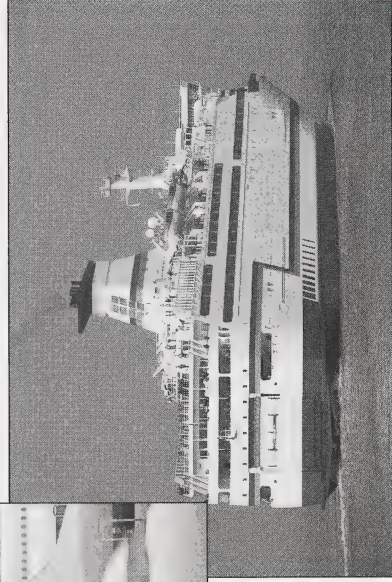
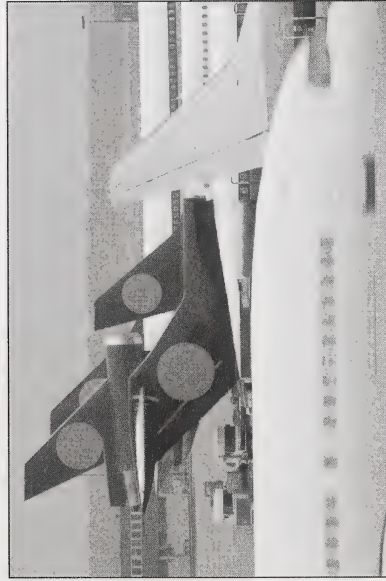


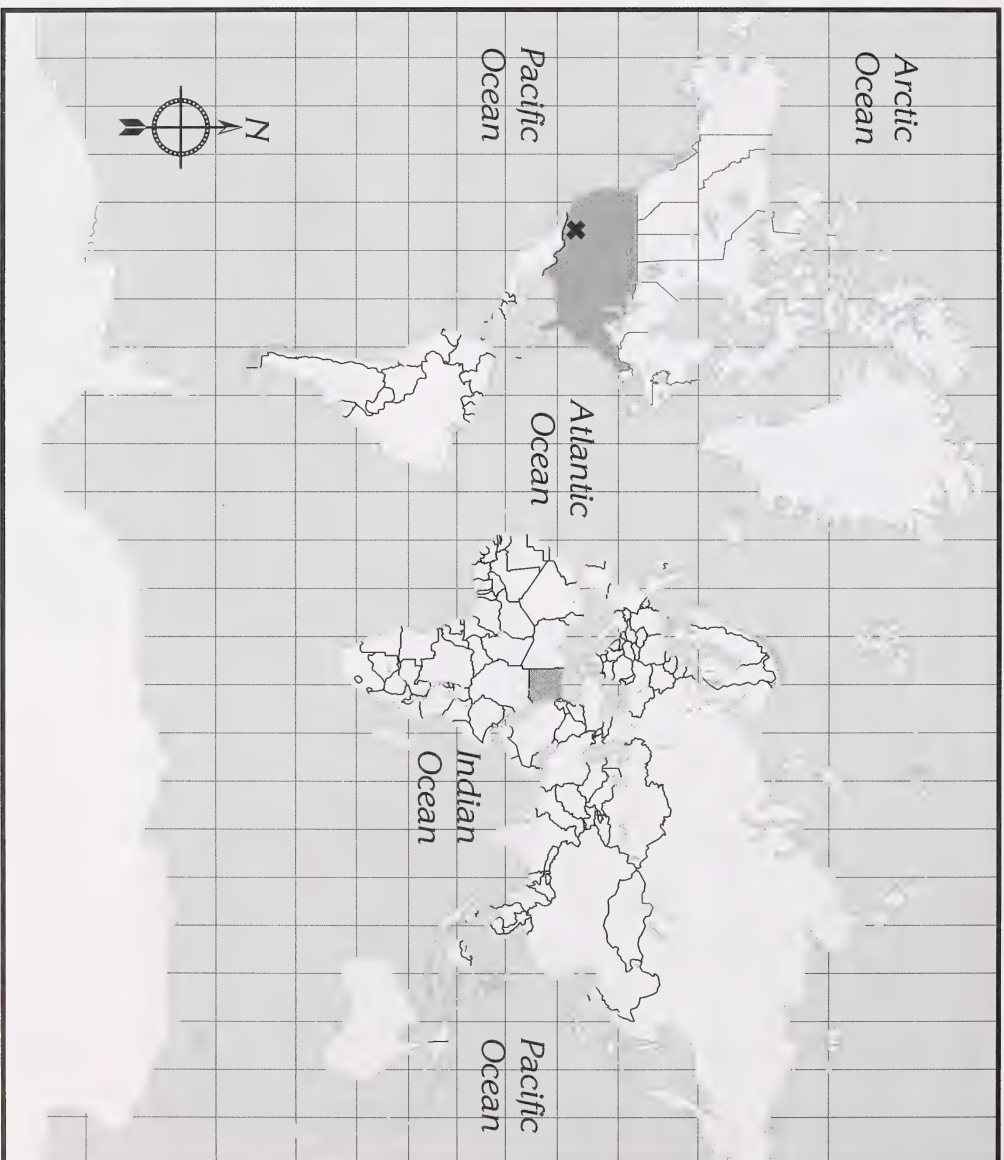
Complete Day 3: Assignment 4 in your Assignment Booklet.

Ocean Travel

Look at the map of the world on the following page. You will see that two countries are shaded—one on the continent of Africa and one on the continent of North America. The country in Africa is Egypt. That's where Susie, from the poem "Susie and the Crocodile," lives. The other country is the United States. That is where the Hopi live. They live in the area marked by an X.

Review the continents and oceans of the world. Discuss where Susie and the Hopi live.





Imagine you are a Hopi. You want to travel to visit Susie in Egypt. What ocean do you have to cross? How will you get across it?



Take out unlined paper.

Draw a simple diagram of yourself travelling from North America to Africa. Label the continents and the ocean.



You will send your illustration to your teacher on Day 9.

Looking Back

Did you enjoy singing the song “Ya-Ha Na Ho-Ya”? What did you like about the song?

Was it easy or difficult for you to write the poem? Why?

Do you find it easy to draw pictures and label them? Why or why not?

Which activity did you enjoy the most today? Why?

Module 6A: Beyond Canada

Have the student answer the questions orally. Answers are the *Atlantic Ocean*; *boat* or *plane*.

Encourage the student to draw each continent and label it. Then the student may draw himself or herself in a plane or on a boat and label the ocean.

Turn to Assignment Booklet 6A and complete Day 3: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:



- Sing along to the song “Ya-Ha Na Ho-Ya.”
- Read a favourite joke and poem from those you read today.
- Read your snake poem.
- Show the illustration of you travelling across the ocean.

Day 4: A Day in West Africa

Today you are going to read a funny story that takes place in Africa. You are also going to listen to a story about a girl in West Africa. You will learn that her life is very different from that of most Canadian girls and boys.



Calendar Time

Follow the daily procedure.



Work on Module 6: Day 4.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or about your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Help your student with selecting a topic as needed.

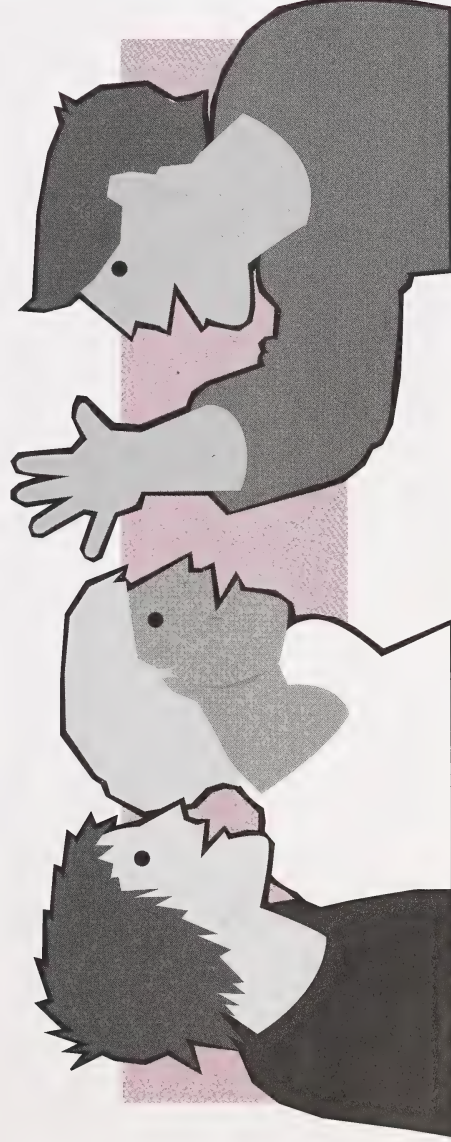
Funny Tales

You practised being a storyteller in Day 2. Think of a silly or funny story about your family. After you review how to be a good storyteller, tell your story.



Take out the book *Tales Near and Far*.

Turn to the Contents page. Find the selection “Too Much Talk.” What page is it on? What kind of tale is it?



Review good storytelling techniques. Have the student tell a funny or silly story that relates to his or her family. Remind the student to use facial expressions, gestures, voice, and sound effects to make the story more enjoyable.

Have the student answer orally. Review the “Before Reading” chart.

The selection is on page 5. It is an African folk tale.

Have the student talk about the title and share a time when there was too much talk. Look at the illustrations together, discussing the expressions on the characters' faces and the artist's style. Have the student predict what the story might be about.

Have the student print the answer on the lines. The author is *Angela Shelf Medearis*.

The illustrator is *Stefano Vitale*.

Read pages 5 and 6 aloud to the student as he or she follows along. Talk about the foolish events that have happened and ask the student what might happen next. Discuss that a yam is a kind of sweet potato. Have the student look it up in the dictionary. Have the student read the rest of the story aloud. Note how the student approaches the reading and the strategies he or she uses if he or she has problems.



Turn to page 5. Read the title aloud.

Has there ever been a time when you thought there was too much talk? When? What happened?

Who is the author of "Too Much Talk"?

Who is the illustrator?

Follow along as your home instructor reads pages 5 and 6 aloud.

What do you think will happen next?

What is a yam?

Read the rest of the story aloud.

What was the most foolish part of the story?

What are the story elements in this tale?

Does this story remind you of another story? Why?

What would happen next if this story continued?

What would you like to say to the author or illustrator of the tale?

New Words

These words are from the selection “Too Much Talk.” Read them to your home instructor.

cloth

gather

heat

scream

Have the student answer the questions orally after reading the story. Have the student list the characters (these include the animals and inanimate objects), the setting, the events, the problem (things talking that don't normally talk), and the solution (there isn't one).

Listen to each word as the student says it aloud. Correct the student if needed.

Remember, if you have a hard time saying and remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words on the lines in alphabetical order.

Print the answers to the following questions on the lines.

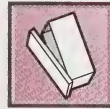
This is a synonym for **yell**. _____

What is the consonant digraph in **gather**?

Replace the consonant digraph at the end of **cloth** with a new ending to make a word that is the antonym of **open**.

The answers are *scream*; *th*; *close*; any three of the following: *hit*, *hot*, *hat*, or *hut*.

Replace the vowel pair in **heat** with a single vowel to make three new words.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



Complete Day 4: Assignment 5 in your Assignment Booklet.

If there are any other words from the tale "Too Much Talk" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Enrichment (optional)

If you have time, you may want to do an extra activity.



You may send your work to your teacher on Day 9.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

Read this sentence aloud.

The wind **blew** my blue hat off.



Underline the word **blew** in the sentence. Find and underline a word that sounds the same as **blew** in the same sentence.

Words that sound alike but have different meanings are called **homonyms**.

Blue sounds like *blew*.

Explain that words that sound alike but have different meanings are called *homonyms*.

The homonyms are *weak* and *week*, *knows* and *nose*, *two* and *to*, and *flu* and *flew*.

Have the student use each pair in a sentence and say it orally.

Underline the homonyms in the following sentences.

1. I felt weak by the end of the week.
2. Who knows when my nose will stop running?
3. I have two cupcakes left to eat.
4. Even though Josh had the flu, he still flew on the plane.

The following words are pairs of homonyms. Try to make sentences using the pairs.

bare

bear

whole

hole

hear

here



You will be working with homonyms in your phonics book.



Do pages 233 and 234.

An African Story



You read “Too Much Talk” this morning. Is that selection **fiction** or **non-fiction**? What tells you it is fiction?

Refer to the Home Instructor’s Guide for more information about this activity.

Review the meaning of fiction (imaginary events and people) and non-fiction (based on facts). Draw out the student’s response that “Too Much Talk” is fiction because it is a tale (an imaginary story where the events couldn’t really happen).

Have the student locate Africa and show the student the west side of Africa on the map in Day 3.

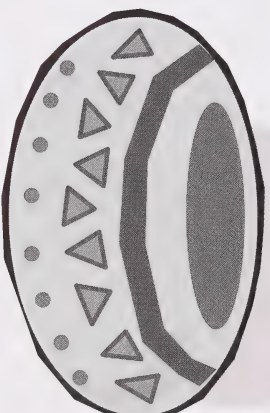
Read the selection "The Story of Olabisi Going to School in West Africa," from the Home Instructor's Guide, to the student.

Talk about the story and have the student share his or her thoughts and feelings about it. Discuss the similarities and differences in Olabisi's life and the student's life. Prepare a chart for the student to fill in to compare Olabisi's day with his or her day. Have the student fill in the chart in point form. See the Home Instructor's Guide for a sample chart. Explain any vocabulary the student may not be familiar with.



"Too Much Talk" is an African folk tale. You are going to listen to a non-fiction story about a girl named Olabisi who lives in West Africa. Turn to the world map in Day 3. Find Africa. Your home instructor will show you where the west side of Africa is.

Now sit back and listen to Olabisi's story.



Take out unlined paper.

How is Olabisi's day different from your day? How is it the same? Make a chart to compare your day with Olabisi's day.

Now read over what you wrote in the chart. Compare Olabisi's life in West Africa with your own life in Canada.



You will send your chart to your teacher on Day 9.

Looking Back

Did you enjoy the two stories about Africa? Why or why not?

How are the two stories different?

Tell two things you learned about Olabisi's life in West Africa.

Was there an activity you found hard to do? If so, what was it?

Story Time

Relax and enjoy the story!

Module 6A: Beyond Canada

After the student fills in the chart, read what he or she has written. Talk about Olabisi's life in West Africa and compare it to the student's life in Canada.

Turn to Assignment Booklet 6A and complete Day 4: Learning Log. Have the student include his or her comments.



Sharing Time

Choose one of the activities you did today that you would like to share with a friend or family member:

- Read the story "Too Much Talk."
- Tell what you learned about life in West Africa.
- Show your chart comparing Olabisi's day to your day.



Day 5: Olabisi's Community



You learned how your community meets its needs in Module 1.

You learned how other Canadian communities meet their needs in Module 3.

Today you will learn how a West African community meets its needs. You will also learn a fun African song.

Calendar Time

Follow the daily procedure.



Work on Module 6: Day 5.

Music and Movement



You will listen to a new song today. It is called "Keenene."

Locate Uganda in the atlas. Explain that the song "Keenene" means *raspberries* in the Lugandan language spoken by the Baganda people who live in Uganda.

The words of the song mean "Where have you been? We've been to Baluba's tree house. He asked us over to have a party."

Locate the song on the *Ideas That Sing! Volume 1* CD. Play the song. With the student, listen to the explanation and the song and move to the rhythm.

Keenu, or keenene, means "raspberries." This song is from Uganda, a country in East Africa. Find Uganda in your atlas.

Listen to the song "Keenene."



Did you enjoy this song? Why? Did you move to the music?

You can join in the singing. Here are the words to the song.

Read them aloud.

Keenene (Raspberries)

SOLO

Muvawa Muvawa

Tu-va e-no keenene

E-wa ba-lu-ba keenene

Ya-li a-tu yi-si keenene

Ku-lya bu-ge-nyi keenene

SOLO

E-wa ba-lu-ba keenene

Muvawa E-wa ba-lu-ba Keenene

Muvawa E-wa ba-lu-ba Keenene

Muvawa E-wa ba-lu-ba Keenene

CHORUS

SOLO

Kee-nu, kee-nu keenene

Kee-nu, kee-nu keenene

Kee-nu, kee-nu keenene

Keenene Keenene

Keenene Keenene

Keenene Keenene

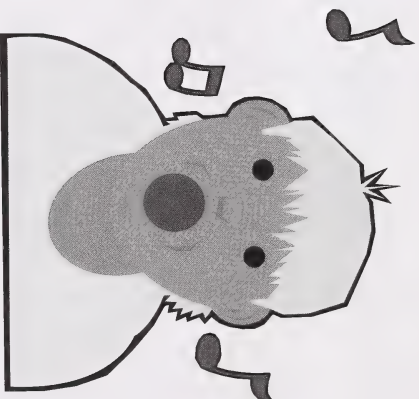
Keenene Keenene

Have the student answer orally.
Discuss the student's thoughts
and feelings about the song.
Play the song once more,
encouraging the student to
move to it. Read the words with
the student.

¹ Jerry Brodey, "Keenene" in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1995), 44. Reproduced by permission.

Encourage the student to warm up his or her voice by making a sliding sound that moves from a low pitch to a high pitch and then back to a low pitch again. Play the song "Keenene." With the student, follow the text and chime in with the repetitive parts and delight in the rhythmic responses. Play the song several times, allowing the student to sing and move rhythmically to the music at the same time.

Before you sing the song, warm up your voice.



Sing the responses and move to the rhythm of the music. Enjoy!

Reading



Take out the book *Tales Near and Far*.

Read the African folk tale "Too Much Talk" silently.

Journal Time



Take out your journal. Turn to the Reading Response section.

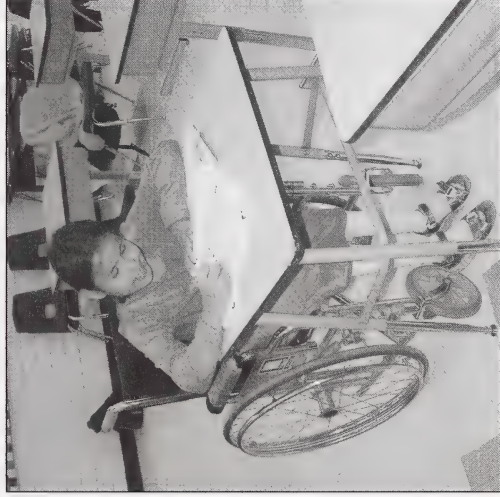
Did you enjoy this story? Tell why or why not.

What was your favourite illustration? Why?

What was your favourite part of the story? Why?

What did you learn from this story?

Remember to print today's date at the top of the page.



Read the questions on the "After Reading" chart and have the student respond to them. Then have the student read and answer the questions on this page. The student may choose to answer one or more of the questions in the Reading Response section of his or her journal.

Review the strategies for unknown words listed on the "Reading Strategies" chart.

Which Word Fits?

Sometimes you may not be sure of a word when you are reading. What do you do when that happens?

Remember, you can use one or more of the strategies listed on the **Reading Strategies** chart to help you.

Sometimes you can guess the word that makes sense. When that happens, look at the first and second letters of the word to see if your guess is right.

Read the following sentences. Look at the new words below each sentence. Now look at the two-letter clue you have been given. Circle the word that fits the sentence. Then complete the word on the line.

1. The yam was an _____ that the farmer did not water or weed it.

annoyed answered mad

Have the student fill in the sentences with the words that complete them. The answers are *annoyed, amazed, wondered, strange, unusual, and disturbed.*



2. The farmer was am that the yam
could talk.
surprised amazed amber
3. The fisher wo why the farmer was
running in the heat of the day.
would asked wondered
4. The water didn't think it was st that
a yam, dog, fish, and cloth could talk.
odd stamp strange
5. All the people thought it was un for
the animals to speak.
unusual different until
6. The chief didn't want the people in his community
di by all the foolish talk.
bothered disturbed distant



African Painting



Take out art paper.

Look at the beautiful illustrations in the story "Too Much Talk." Pick a favourite scene from the tale and draw and paint it like the artist did. Use similar colours and designs.



With the student, look closely at the illustrations in the story. There are batik patterns, African houses and plants (palm trees), animals (including water buffalo, birds, and a crab), a village scene, and carvings (on page 10). Talk about the warm colours (browns, reds, and yellows) that were used. Have the student illustrate a scene from the story using the colours and style of the artist.

Write a sentence or two describing the scene on the paper.



You will send your work to your teacher on Day 9.

Break for lunch.



Silent Reading

Enjoy your reading time.



Both you and the student read silently for ten minutes.

Fun with Phonics

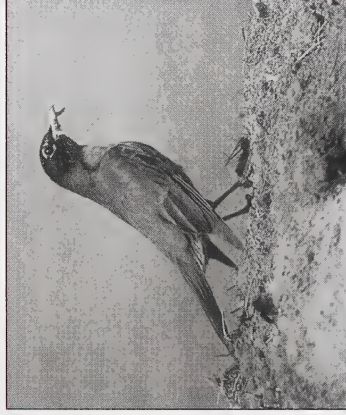
Read these sentences aloud.

"Marry me," said the small red robin to the big grumpy crow.

"I won't," answered the crow. "I have read that robins are too noisy."

"But I'm a merry little bird. You'll be happy with me."

"No, I think I'll marry the tiny chickadee," replied the crow.



Do you remember what **synonyms**, **antonyms**, and **homonyms** are? Circle **yes** or **no**. What is the definition of each?

Have the student answer orally.
Synonyms are words with the same or similar meaning;
antonyms are words with opposite or almost opposite meanings; homonyms are words with the same pronunciation but different spellings and meanings.

The following are possibilities:
wed/marry; large/big; large/
small, tiny, or little; cheerful/
grumpy; cheerful, merry, or
happy; two, to, or too; merry,
marry; asked, answered, or
replied.

Dictate the following sentences.

1. We won one game so far.
2. I replaced my old calendar with a new one.
3. That fast runner ran a quick race.

Check the spelling, punctuation, and circled words afterward with the student. The synonyms are *fast* and *quick*. The antonyms are *old* and *new*. The homonyms are *won* and *one*.

From the sentences you just read, find either a synonym, antonym, or homonym for each of the following words:

wed large cheerful two merry asked

On the lines, print the sentences you hear your home instructor say. Circle the **synonyms** with blue, the **antonyms** with red, and the **homonyms** with green.

1. _____

2. _____

3. _____



You will be reviewing synonyms, antonyms, and homonyms in the phonics book. Make the fold-out booklet on pages 237 and 238. Read the text in the booklet aloud.



Do pages 235, 236, 239, and 240.

Are Olabisi's Needs the Same as Yours?

Think back to Day 4 when you listened to the story about Olabisi. Do you remember where she lives?

Circle  **Yes** or  **No**.

In an atlas or on a globe, show where West Africa is. Read aloud the names of some of the countries in West Africa.

Look at the map of the continent of Africa on the following page. Note how many different countries make up this continent.

Using different colours, colour at least three countries in West Africa and print their names.

Module 6A: Beyond Canada

Refer to the Home Instructor's Guide for more information about this activity.

Remind the student that the story takes place in West Africa. Explain that Ghana, Gambia, Liberia, Nigeria, Togo, Sierra Leone, Benin, Senegal, Guinea, the Ivory Coast, Burkina Faso, and Guinea-Bissau are the countries in West Africa. Find some of these countries in an atlas and show the student where they are.

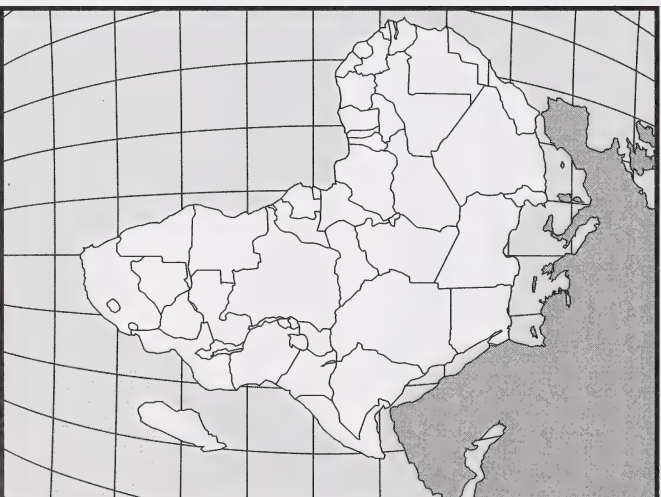
Help the student find the countries on the map of Africa.



Have the student find two other African countries outside of West Africa. Examples are Democratic Republic of Congo, Botswana, and Zimbabwe.

Read "The Story of Olabisi Going to School in West Africa" to the student.

Find two countries in Africa that are not part of West Africa.
Print their names on the map and colour them.



Listen as your home instructor reads "The Story of Olabisi Going to School in West Africa."

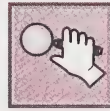
You have heard how Olabisi and her family and community meet some of their needs. Are Olabisi's needs the same as yours? Circle **Yes** or **No**.

Talk about how some of the needs of Olabisi's community are met. What do the people in Olabisi's community eat? What do they do for fun? What have you learned about the school in Olabisi's community?

Compare the way Olabisi's needs are met to how yours are met. How are they similar? How are they different?



Complete Day 5: Assignment 6 in your **Assignment Booklet**.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Have the student answer the questions orally. Discuss the school Olabisi attends, what she does for fun, and the foods she eats. Guide the student to understand that Olabisi works hard every day, helping with chores and going to school, and that is why the only time she has for fun is one hour after supper. Discuss similarities and differences between how Olabisi's needs and the student's needs are met.

Refer to the Home Instructor's Guide for more information about this activity.

Looking Back

What do you do when you come to a problem while you are reading? Do you use the reading strategies listed on the **Reading Strategies** chart to help you with a word you don't know? Why or why not? Does it help?

Do you use the **After Reading** strategies? Why or why not? If you do, how do they help? Which ones do you use?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 6A and complete Day 5: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read "Too Much Talk."
- Sing "Keenene." Ask your family members or friends to sing the responses with you.
- Show your African painting.
- Show some of the countries of West Africa in an atlas or on a globe.
- Tell about Olabisi and her life in West Africa.



Day 6: Life in a West African Community

You will learn more interesting things about how people in a West African community live.

Do you know what batik is? Today you will find out, and you will create a batik illustration.



Calendar Time

Follow the daily procedure.



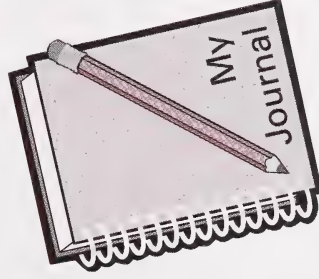
Work on *Module 6: Day 6*.

Journal Time



Take out your journal. Turn to the *Personal Writing* section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Help the student select a topic as needed.

Scream, Shout, Whisper



Take out the book *Tales Near and Far*.

Read the story "Too Much Talk" aloud.

Read this sentence from the story.

"Aiyeel!" screamed the farmer.

Which word tells how the farmer spoke? Why is that a good word to use in this sentence? Words that describe a person doing something, like speaking, are called **verbs**. When someone is speaking in a story, it is called **dialogue**.

Have the student answer orally. Draw out the word *screamed*. Discuss why this is a good word to use in this context: it shows how the farmer felt, tells how his voice sounded, and tells the reader how it should be read orally. Explain that dialogue is the exact words someone said. It is important to use words that tell how the person said those words to tell how the person is feeling.



Look through the story to find two other verbs the author used to tell how someone spoke. Print the verbs on the lines.

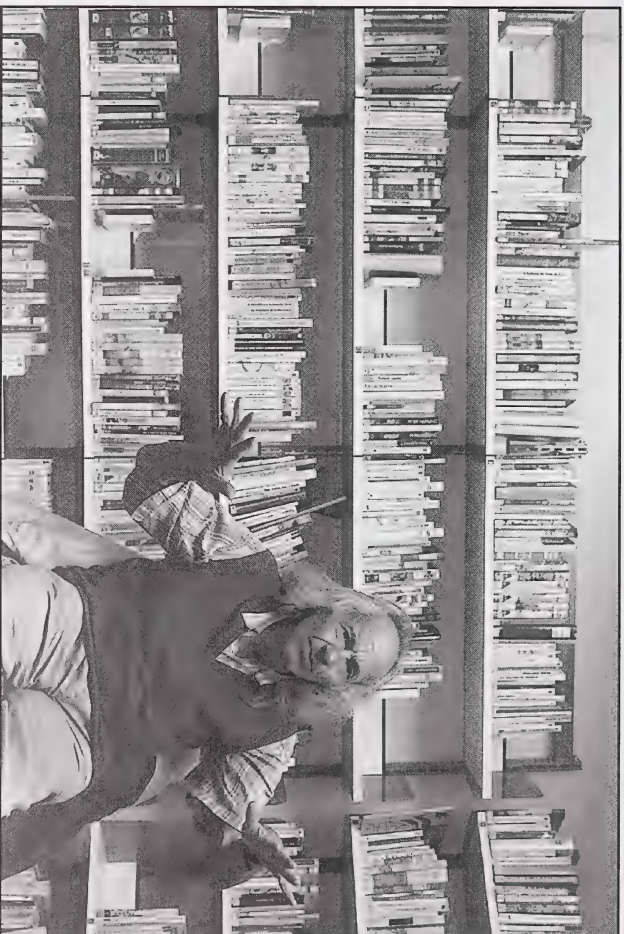
Brainstorm other "speaking words" an author could use to show how a character is feeling. Look through other books to find words to add to the list. Use the list of speaking words whenever you are writing dialogue.

Write a few sentences of dialogue. It can be you and a friend talking or characters from a favourite story talking to each other. Use different verbs to show how the people are feeling when they speak.

The author used *barked* and *said*. Ask the student to brainstorm other words the author could have used instead. Begin a list of speaking words. Write the words on paper and post them in the room. Have the student look through other readers and stories to find words to add to the list. See the Home Instructor's Guide for words.

Have the student write dialogue of his or her own using different verbs. This activity is not about the correct use of punctuation. The focus is on using more precise words in the student's writing.

Making a Story Interesting to Watch



Have you ever listened to a storyteller tell a story?

Circle **Yes** or **No**. If you have, does the storyteller just tell the story, or does he or she use **gestures**?

When you do a role-play, do you use gestures?

Circle **Yes** or **No**. Why do you do that?

Explain that a *gesture* is the movement of a hand or any body part to show feelings and thoughts, and it can give an idea how the character is feeling or what he or she is doing. Talk about how important gestures are to good storytelling. Gestures add interest to the role-play or storytelling. They also show what the character is doing.

Look at the illustrations in the story “Too Much Talk.” What are the people doing with their arms? How does this tell you what the characters are feeling or doing?

Using gestures only, show how the following characters would act:

- the farmer digging up the yam
- the farmer running from the yam and the dog
- the farmer telling the story to the fisher
- the fisher listening to the farmer’s story



Now act out the events on pages 5 and 6. When you role-play, you have to talk and act just like the character would. But you don’t have to use the exact words—use your own words.

Discuss how the arm gestures in the story show feelings and what the characters are doing. Remind the student to use his or her own words when role-playing.

Partner with the student in the role-plays. Remind the student that in role-playing, he or she has to pretend to be another person and think, talk, and act like that person. After the role-play, discuss how the student felt about his or her performance.

Help the student remember that the water beads on the wax. The wax waterproofs the paper and doesn't allow the water to go through. The waxed area resists the water.

With your home instructor, role-play one or more of the following:

- a favourite scene from "Too Much Talk"
- the entire tale
- another tale or part of the tale
- a tale you make up yourself

Batik Art

In Module 5 you coloured an area of paper

with wax crayons and then put drops of water on it. Do you remember what happened? Circle **Yes** or **No**.

What happened to the water?





Many people use wax and dyes to make designs on cloth. The method is called **batik**. Batik makes beautiful patterns.

You can make a batik-style painting.

Explain that batik is a method of dying cloth using wax to resist the dye. Wax is applied to the area on the cloth where the colour of a new dye is not wanted.



Take out wax crayons.



Take out art paper.

Use the following steps to make your painting:

1. Draw a picture with wax crayons (press hard). You may draw a scene from the tale “Too Much Talk” or another tale.
2. Outline the objects in the drawing in black wax crayon.
3. Flatten out the page.
4. Brush the coloured wash on the entire page.
5. Let it dry.

Remember to wash your brush and clean up when you’re done.

Use tempera paint or food colouring for the wash—a dark colour works best. Prepare the wash. (Add food colouring or tempera paint to water.) You will need just enough for the student to paint a sheet of paper. Use a large amount of the food colouring or tempera paint to make the wash dark. Help the student with the illustration or make a batik illustration yourself to demonstrate how it’s done.

Hang your batik illustration where others can see it.



You will send your batik illustration to your teacher on Day 9.

Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.



a whole pizza

Spelling

These are the spelling words from your pre-test on Day 3:

thing hear whole heard toward five

Print the six words on the lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

To help you spell a word, remember the **look-say-cover** and **see-write-check** way of learning to spell. It's on the **Learning to Spell a Word** chart.

Find and circle the six spelling words in the word search puzzle.



Review the rule for short vowel sounds: If a word or syllable has only one vowel, and it comes at the beginning or between two consonants, the vowel is usually short (for example, **a**t and **c**at and **i**t and **h**it).

Have the student go to the Assignment Booklet to write the sentences you dictate that contain words with the short vowels **a** and **i**.

Refer to the Home Instructor's Guide for the sentences.

Have the student answer the questions orally. The clothes are the kind that people in hot climates wear. Explain that the weather in West Africa is hot year-round. It doesn't snow or get cold. People wear clothes appropriate to the climate.



Fun with Phonics

These words are from the selection "Too Much Talk." Read them aloud.

did yam dig can ran man

Can you hear the **short a** and **short i** vowel sounds in these words?

You're going to write other words that have the short vowels **a** and **i** in them.



Complete Day 6: Assignment 7 in your Assignment Booklet.

Homes and Clothes in Africa



Take out *Tales Near and Far*.

Turn to the tale "Too Much Talk." Look at the illustrations. What kind of clothing are the people wearing? Why do you think they're wearing that type of clothing?

Your home instructor read “The Story of Olabisi Going to School in West Africa” on Days 4 and 5. Olabisi is **African**. People who live in Africa are called **Africans**. Many still belong to tribes and wear traditional tribal clothing. They wear lightweight cotton clothes. In some parts, they wear sweaters in the evening when it gets chilly.

What kind of clothes do you wear?
Are they the same year-round? Why
do you wear different kinds of clothes
for the different seasons of the year?
How are your clothes similar to and
different from what a West African
would wear?



Compare the kind of clothes the student wears year-round. Discuss how the people in the student's community adjust what they wear according to the seasons. Compare what the student wears to what a person in West Africa would wear.

Homes in some African villages look like this.



Many houses in African villages are still made of mud or clay and cow dung. They have straw roofs. They are usually circular. The small windows have no glass in them, so a breeze can blow through the house to cool it. The outside walls are sometimes decorated with colourful drawings. Often many people live in one small house.

Think back to “The Story of Olabisi Going to School in West Africa.” Why aren’t their homes made of wood?



What is your house made of? What are the other houses in your community made of? How are they the same as and different from the houses in African villages?



Complete Day 6: Assignment 8 in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Have the student answer the questions orally. Termites would eat wood walls away.

Discuss similarities and differences between homes in West Africa and in the student’s community.

Refer to the Home Instructor’s Guide for more information about this activity.

Looking Back

Were you pleased with the dialogue you wrote this morning? Why or why not?

What do you do when you can't think of something to write about? What else could you do?

Did you enjoy the role-play this morning? Why or why not? How could you make it better?

How did your batik illustration turn out? Were you happy with it? Why or why not? What would you do differently next time?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 6A and complete Day 6: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read "Too Much Talk."
- Role-play a scene from "Too Much Talk." Ask your audience how they enjoyed the role-play.
- Read the dialogue you wrote. Talk about the verbs you used.
- Show your batik illustration and explain how you made it.
- Talk about what you learned about clothes and homes in a West African community.



Day 7: Songs from Africa



You will learn another song from Africa today. This song comes from countries in East Africa. You will also learn more about life in a West African community.

Prepare to read another very interesting tale from West Africa.

Calendar Time

Follow the daily procedure.



Work on Module 6: Day 7.

Music and Movement



You will listen to a new song today. It is called “Nan Yo Reh Yeh Yo.”

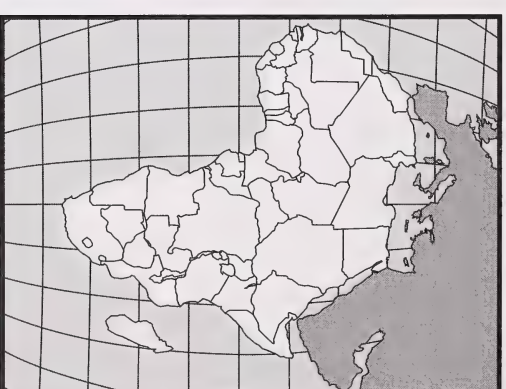
This song means “children are special.” The song is sung by the Maasai people who live in Kenya and Tanzania. Look up Kenya and Tanzania in an atlas.

Which continent are Kenya and Tanzania on?

Locate Kenya and Tanzania in the atlas. Explain that the song “Nan Yo Reh Yeh Yo” means “children are special” in the Maasai language spoken by the Maasai people who live in Kenya and northern Tanzania. The Maasai are semi-nomadic people who herd cattle. Children are very important to them.

Have the student print the answer on the line.

Colour Kenya red and Tanzania yellow on the map of Africa.



Listen to the song “Nan Yo
Reh Yeh Yo.”

Did you enjoy this song?
Why? Did you move to the
music?

Locate the song on the *Ideas That Sing! Volume 1* CD. Play the song. With the student, listen to the song and move to the rhythm of the music.

Have the student answer orally. Discuss the student’s thoughts and feelings about the song. Play the song once more, encouraging the student to move to it.

Read the words with the student.

You can join in the singing. Here are the words to the song.
Read them aloud.

Nan Yo Reh Yeh Yo (Children Are Special)

Nan Yo Reh Yeh Yo

Git yi yo

Yeh

Nan Yo Reh Yeh Yo

Git yi yo

Yeh

Nan Yo Reh Yeh Yo

Git yi yo

Yeh

Oh yi yo yi yeh

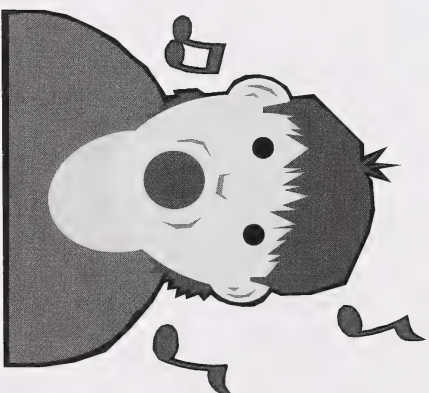
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¹ Jerry Brodey, "Nan Yo Reh Yeh Yo," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1995), 46. Reproduced by permission.

Allow the student to complete the warm-up exercises. Play the song "Nan Yo Reh Yeh Yo."

Follow the text and sing along with the student. Explain that the second voice comes in on the second line. Both voices sing the song together but are singing different lines at the same time. Try singing the song with the student as a two-part round. Take turns starting the song. Play the song several times, allowing the student to sing and move rhythmically to the music at the same time.

Before you sing the song, warm up your voice.



Sing the song as a two-part round, just like the two voices do on the recording. Have fun!

A Trip Across an African River



Take out the book *A Trip Across the River*.

Look at the cover of the book. Read the title. What do you think the story might be about? Turn to the first page.

Have the student predict what the story is about.

What kind of tale is this?

Who is the author of *A Trip Across the River*?

Who is the illustrator?



Read page 2 aloud.

Have the student print the answers on the lines. This is a Hausa folk tale. Tell the student that the Hausa are people who live in West Africa.

This folk tale is retold by *M. Mehta*.

The illustrator is *Mohamed Danaawi*.

Recall what a yam is.

What is a yam? What is Buki's problem?

Read page 4.

How would you solve the problem if you were Buki? What do you think she will do?

Read to the end of the story.

**You've just read a little about Buki.
What kind of person do you think
she is? Why?**

**Listen as your home instructor
reads about the illustrator.**

Read the book silently.

Read the information about the illustrator on the inside back cover of the book. Ask the student where Ghana is (West Africa). Discuss the kind of foods the illustrator ate in Ghana.



Journal Time



Take out your journal. Turn to the Reading Response section.

Does the folk tale *A Trip Across the River* remind you of another story?

What did you like about the tale?

What was your favourite illustration?

What would you have done if you were Buki?

Would you like Buki as a friend? Why?

Would you like to live in Buki's village? Why?

Remember to print today's date at the top of the page.



Read the questions with the student. The student may choose to answer one or more of them in his or her journal.

New Words

Listen to each word as the student says it aloud. Correct the student if needed.

These words are from *A Trip Across the River*. Read them to your home instructor.

trip

over

Remember, if you have a hard time saying and remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words on the lines in alphabetical order.

Print the answers to the following questions on the lines.

This is an antonym for **under**. _____

The answer is *over*.



This is what you go on when you travel.

The answer is *trip*.

Complete Day 7: Assignment 9 in your Assignment Booklet.



Take out two white index cards.

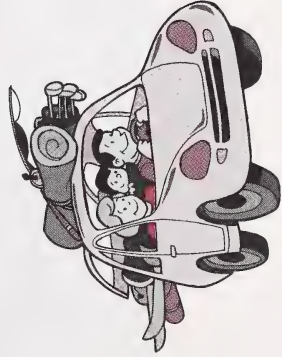


Print the two new words on the index cards. Put the cards on your Word Wall.

Take out your *Collections Writing Dictionary*.



Print the two new words in your dictionary.



If there are any other words from the booklet *A Trip Across the River* that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Buki and Her Animals



Take out lined paper.

Review the writing process with the student. Make sure the student follows each step as he or she writes the story. Consider conferencing with the student during the editing and revising steps.

Write a story about Buki and her animals in their new village. Give it a new title or call it “A Trip Across the River.” Look at the **Writing Process** chart and follow each step as you write your story.



Draw an illustration in the style of Mohamed Danawi, the illustrator of *A Trip Across the River*.



You will send your story and illustration to your teacher on Day 9.

African Animals

You read about Buki and her leopard. Leopards live in Africa. Can you think of other animals that live in Africa? Where could you go to find out information about African animals?



Brainstorm a list of animals that live in Africa and record them on the board. Review how to locate information. Have the student check one or more sources to gather information about African animals. The student can make notes and present what he or she has found during Sharing Time.

To refresh your memory, look at the **Sources of Information** chart you have posted. Use one or more of these resources to find out about African animals.

Break for lunch.



Silent Reading

Enjoy your reading time.

Spelling

These are the words from your spelling pre-test:

thing hear whole heard toward five

You will write sentences using each one of these words in your Assignment Booklet.

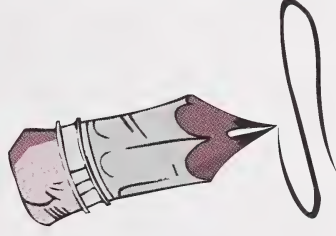
Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Review the rules with the student.

Remember to always do the following things when you are writing:

- Use a capital letter to begin each sentence.
- Use a capital letter for the proper names of people and places.
- Use the correct end punctuation for each sentence (period, question mark, or exclamation mark).
- Use quotation marks where they are needed.



Try to use descriptive words when you write.



Complete Day 7: Assignment 10 in your Assignment Booklet.

How Does Life in West Africa Compare to Yours?



Take out the book *Tales Near and Far*.

Have the student answer orally. The occupations the people in the tale have are *farmer*, *fisher*, and *chief*. Discuss the occupations in the student's community.

Skim through the tale "Too Much Talk." What kind of occupations do the people in the tale have? Think back to "The Story of Olabisi Going to School in West Africa." Her parents are farmers. Olabisi helps her mother grind the grain they grow. Many people in West Africa are either farmers or fisherfolk.

What kind of occupations are there in your community? Are there farmers? Would there be doctors in Olabisi's community? How are the occupations similar to and different from the ones in Olabisi's community?



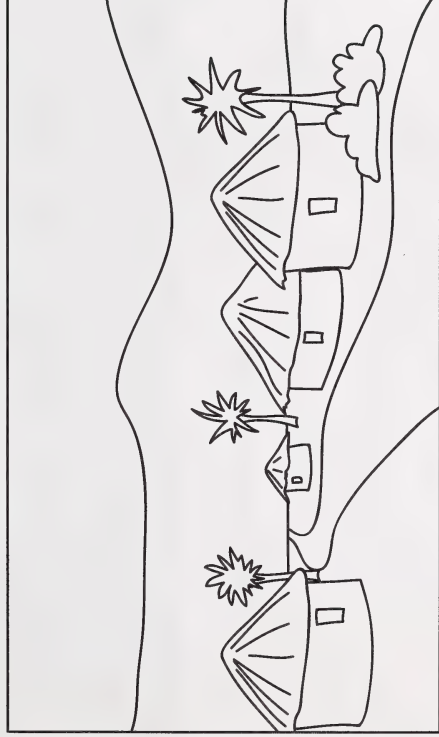
Take out the book *A Trip Across the River*.



Look at the illustrations in the book.

Look at Buki's clothes. She is wearing a batik print.

Find the homes in Buki's new village. What are they made of? What shape are they? You learned that the houses don't have glass in the windows. Why is that?



You learned that some people in Africa wear light cotton clothes. You have seen illustrations of the clothing in "Too Much Talk" and *A Trip Across the River*. Why do they wear such light clothing?

Have the student answer the questions orally. Talk about the houses in the village. Point out that these are typical houses in some parts of Africa. There is no glass in the windows to allow breezes to come in to cool the house. Draw out the idea that, because it is very hot in Africa, houses need to be cool and people wear light clothing.

Explain that *environment* means the physical surroundings people live in.

Discuss the differences between the environments in West Africa and Canada.

The climate in Canada is much cooler and people must dress warmly for much of the year. Homes are built to keep the cold out. They are heated inside.

Discuss how an environment influences how people dress, the kind of work they do, the food they eat, and the homes they live in.



Africans and Canadians live in very different **environments**. What is the difference?

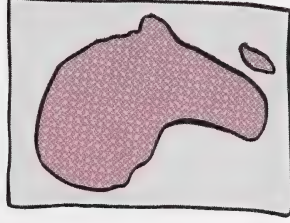
How does a person's environment affect people? How does it affect the way they meet their needs?

You have learned how people in a West African community might meet some of their needs. They have the same needs as you. Their environment is different, so they meet their needs in different ways.

If Olabisi were to come and visit you in your community, how could you show respect for her way of life? How could you show **appreciation** for it?

You could show that you respect and appreciate Olabisi and her community by doing the following:

- showing you understand how and why the people in Olabisi's community live the way they do.
- asking questions that show you wish to learn more about her and her community
- accepting her different way of life



Explain that *appreciation* means being sensitive to and understanding and valuing another person or another way of doing things.

Interesting Questions



Take out lined paper.

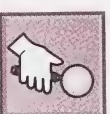
Imagine Olabisi is coming to visit your community in Canada. You will get to meet her. What are some things you would like to ask her? Make a list of five interesting questions to ask Olabisi about her life in Africa.



You will send your questions to your teacher on Day 9.



Complete Day 7: Assignment 11 in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Reread the article about Olabisi in the Home Instructor's Guide for Day 4.

With the student, brainstorm a list of interesting questions the student could ask Olabisi about her lifestyle. Have the student think of at least five questions.

Refer to the Home Instructor's Guide for more information about this activity.

Looking Back

What did you learn today that you didn't know before?

What part of the day did you like best? Why?

Were you happy with the way your story about Buki turned out? Why or why not? What could you do to make it better?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 6A and complete Day 7: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

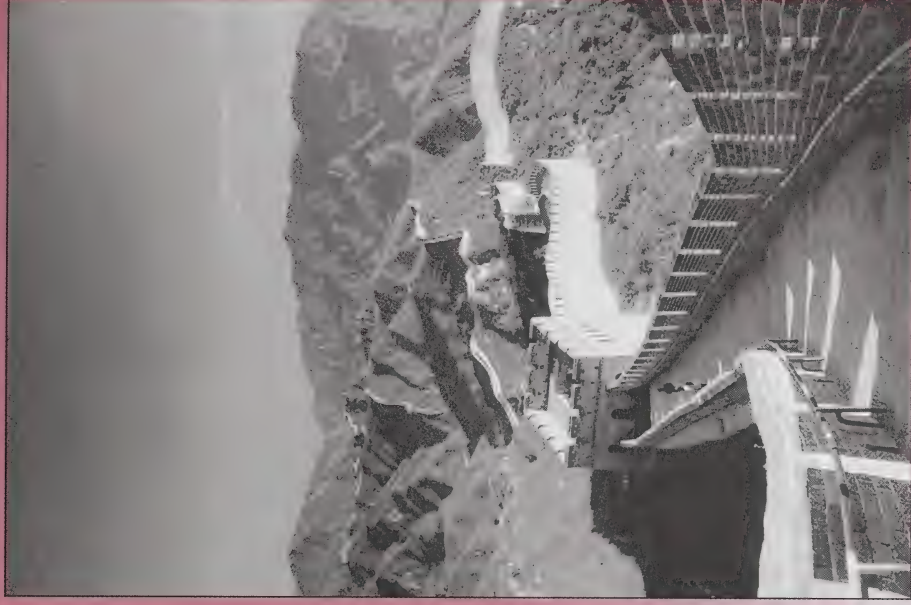
- Play “Nan Yo Reh Yeh Yo.” Ask your family members to sing the song with you as a two-part round.
- Read *A Trip Across the River*.
- Read the story you wrote about Buki and her animals in the new village.
- If you did some research, present the information you found about African animals.
- Tell what you have learned about West Africa today.



Day 8: A Day in China

Today you will learn about a boy who lives in China.

You're also going to read about an exciting adventure a young girl had in China many years ago. Do you know where China is?



Calendar Time

Follow the daily procedure.





Work on Module 6: Day 8.

Journal Time

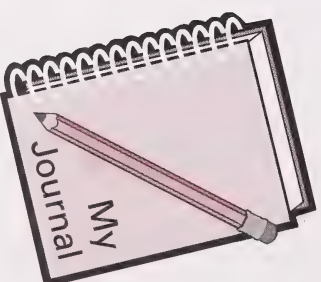


Take out your journal. Turn to the Personal Writing section.

Have you ever been **brave**?

Circle  **Yes** or  **No**. Think of a time you or someone else was brave and write about it in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.



Ask the student what he or she thinks being brave means and to describe the characteristics of brave people and the kinds of things they do. Discuss how *brave* means able to face danger or difficult times even though one is afraid. Have the student think about brave things he or she has done. Or, the student can recall bravery in other people from what he or she has read or seen in films or on TV.

The Legend of Mu-lan

Have you seen the movie *Mulan*?

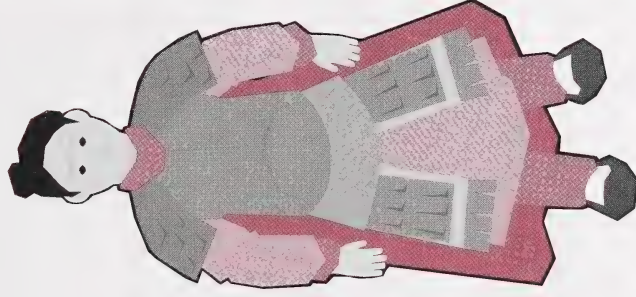
Circle **yes** or **no**. Did you enjoy it?

The movie *Mulan* was based on an old story that was sometimes called “The Legend of Hua Mu-lan.”

Other movies are based on stories that were first written in books. Which ones have you seen?



Take out your book *Tales Near and Far*.



Turn to the Contents page. Find “The Legend of Hua Mu-lan.” Turn to the story.

Have the student talk about other stories that have been written in books and then made into movies (*Beauty and the Beast*, *Peter Pan*, *The Little Mermaid*). Discuss the student's favourites. Find out if the student has both read the story in a book and seen the movie for any of them. If so, ask how the movie compares to the book and which is better. Ask which requires more imagination.

Help the student with the correct pronunciation of Hua Mu-lan: “fa-moo-lan.”

Have the student print the answers on the lines.

The author who is retelling the story is *Lucille Lui-Wong*.

The illustrator is *Bernadette Lau*.

With the student, look at each of the illustrations. Study the detail and action in each one. Talk about and appreciate the artist's style. Draw out from the student the fact that the story is many hundreds of years old.

Before the student reads the pages indicated, have him or her look at the illustrations again and predict what might be happening. Have the student answer the questions orally after reading each section.

What is the name of the author who is retelling "The Legend of Hua Mu-Lan?"

Who is the illustrator?

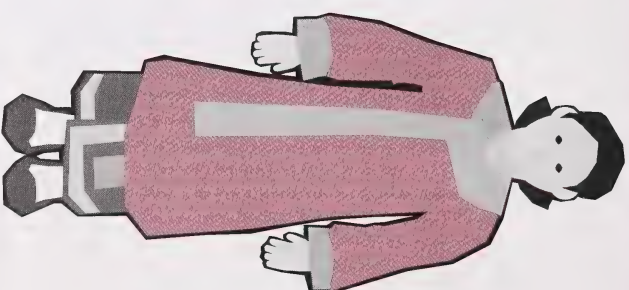
Look at each illustration in the story. Where do you think this story takes place? When did it happen?

Look at the illustrations on pages 12 and 13.

What do you think is happening? Read the pages silently.

Who is the main character? What did she do to help her father?

Look at the illustrations on page 14. What do you think is happening? Read the page silently.



What was Mu-lan's brave act?

Look at the illustrations on pages 15 and 16. What do you think is happening? Read the pages silently.

What did Mu-lan ask the emperor for?

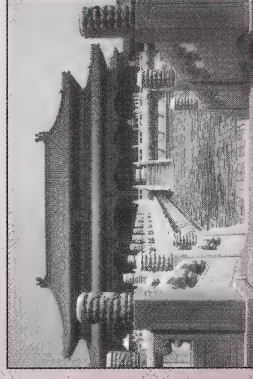
Look at the illustrations on page 17. What do you think is happening? Read the page silently to yourself.

What happened when Mu-lan showed that she was a woman?

Look at the illustrations on pages 18 and 19. What do you think is happening? Read the pages silently to yourself.

What did Mu-lan say to the soldier? How does the story end?

Read the story aloud to your home instructor.



After the student reads the story aloud, have him or her answer the questions orally.

How do you think Mu-lan felt when she had to say good-bye to her family? How would you feel? Have you ever felt that way? When?

Did Mu-lan enjoy being in the army? How do you know?



Why do you think the soldiers were surprised to find out Mu-lan was a woman?

How do you think Mu-lan felt when she finally returned to her family? When have you felt like that?

Were there words that you didn't know in the story? Which ones?

New Words

These words are from the story "The Legend of Hua Mu-Lan." Read them to your home instructor.

fought

brave

war

agree

thousand

Print the new words alphabetically on the lines.

Listen to each word as the student says it aloud. Correct the student if needed.

Check that the words are listed alphabetically.

The answers are *war*, *thousand*, *agree*, and *fought*.

Any three of the following are possible words: *cave*, *save*, *gave*, *pave*, *wave*, *have*, or *rave*.

Print the answers to the following on the lines.

This is an antonym for **peace**. _____

Ten hundreds make this. _____

When you say "yes," you _____.

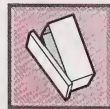
Mu-lan did this in the war. _____

Replace the consonant blend in **brave** with one consonant to make three new words. (Hint: Go through the alphabet and put each letter in front of **ave** to try to make new words.)



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Complete Day 8: Assignment 12 in your Assignment Booklet.



If there are any other words from the story "The Legend of Hua Mu-Lan" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

A Map of Mu-lan's Journey



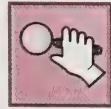
Take out a long (about 21 cm x 35 cm) sheet of paper.

Mu-lan had a great adventure.

Create a story map showing all the places she travelled on her journey. Label the places. Look back to the story map you made for “The Long Wait” on Day 12 in Module 2 if you forget how to make a story map.



You will send your story map to your teacher on Day 9.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.



Both you and the student read silently for ten minutes.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Module 6A: Beyond Canada

Refer to the Home Instructor's Guide for more information about this activity.



Review the rule for short vowel sounds. If a word or syllable has only one vowel, and it comes at the beginning or between two consonants, the vowel is usually short (for example, **run**, **hot**, and **met**).

Have the student write the sentences you dictate containing words with the short vowels **u**, **o**, and **e**.

1. Is your pet all wet?
2. The water drops left spots.
3. I like to run because it's fun.



Fun with Phonics

The following words are from the selection "The Legend of Hua Mu-lan." Each word contains a short vowel sound. Read them aloud.

long job ten fled hung

You're going to write other words that have the short vowels **u**, **o**, and **e** in them. On the following lines, print the sentences you hear your home instructor say.

1. _____

2. _____

3. _____

Circle the words with the short vowel **o** in orange. Circle the words with the short vowel **u** in purple. Circle the words with the short vowel **e** in yellow.

A Chinese Story

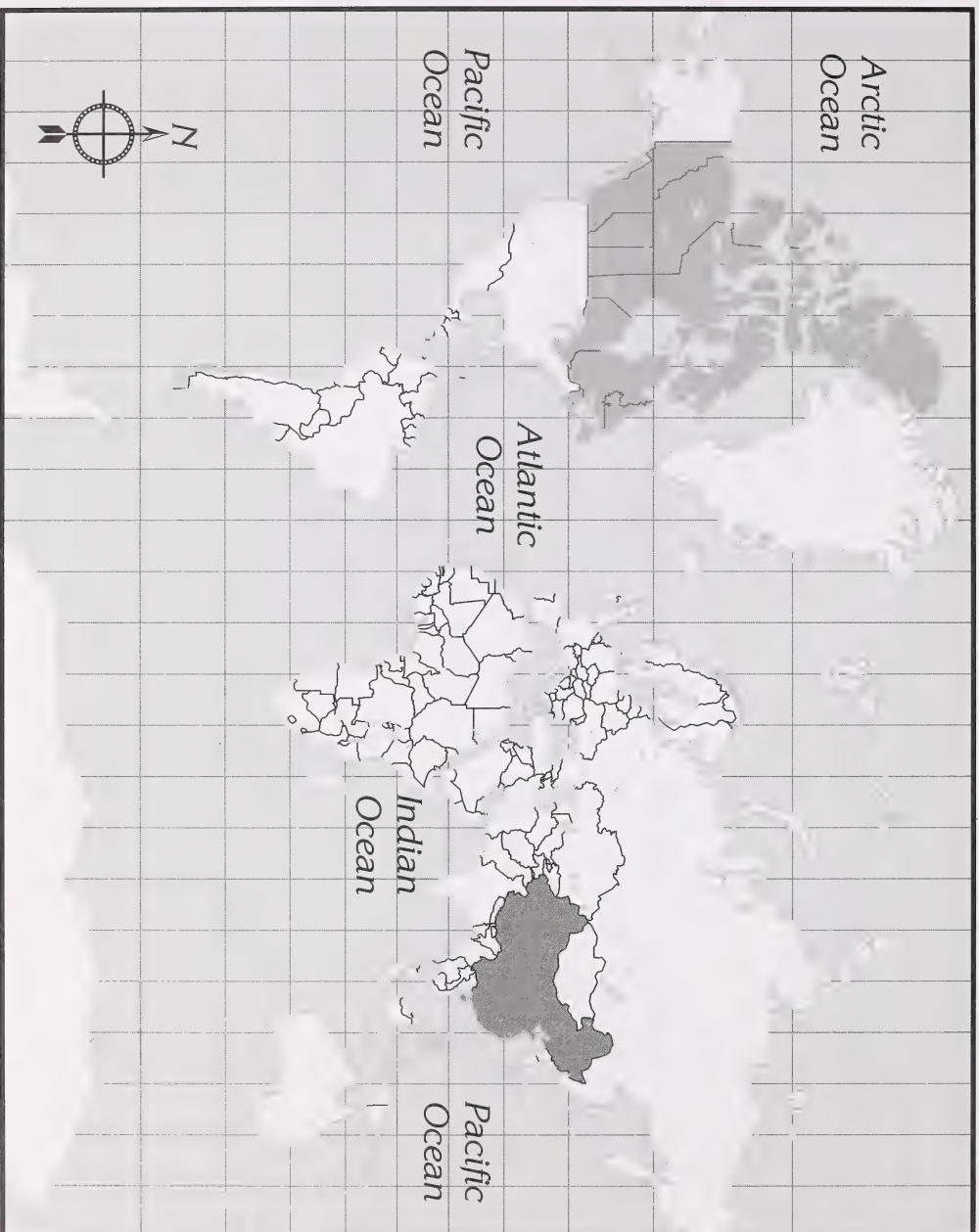
You read “The Legend of Hua Mu-lan” this morning. Where and when does the story take place?

Find China on the following map. China is located on which continent? Find Canada on the map. What ocean separates China and Canada? On which continent is Canada located?

With the student, check the sentences for spelling and punctuation. Short vowel *u* words are *run* and *fun*. Short vowel *e* words are *pet*, *wet*, and *left*. Short vowel *o* words are *drops* and *spots*.

Have the student answer orally. Draw out that the story takes place in China hundreds of years ago.

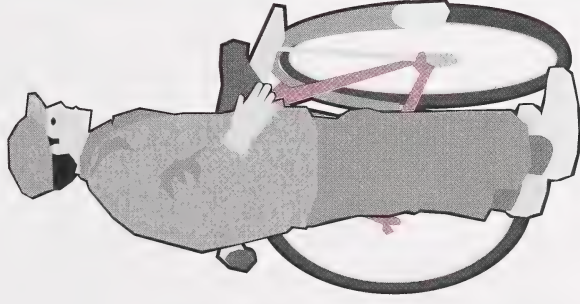
China is in Asia. The Pacific Ocean is between China and Canada. Canada is located on the North American continent.



Look at your globe. Find Canada on the globe. Now find China. Look at both countries. China is the third largest country in the world. The largest country in the world is Russia. Do you know what the second largest country is? Circle **Yes** or **No**.

"The Legend of Hua Mu-lan" is about a girl who lived in China many years ago. You are going to hear about a boy named Wu Yang who lives in China now.

Now sit back and listen as your home instructor reads about Wu Yang.



Have the student look at the two countries on the globe. Tell the student that Canada is the second largest country in the world.

Read aloud to the student "The Wu Family of China" from the Home Instructor's Guide.

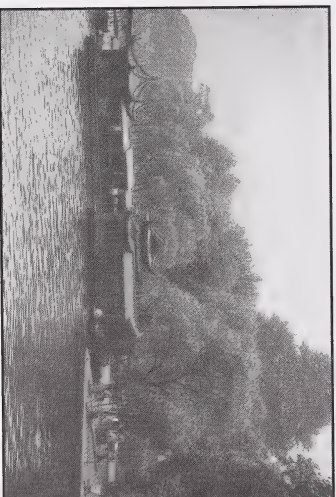
Look up Guangzhou (formerly Canton) in an atlas. Talk about the article and have the student share his or her thoughts and feelings about it. Discuss the similarities and differences between the student's life and Wu Yang's life.

Have the student answer the questions orally. Yang lives in an apartment in a community in the city. Explain that Yang's home is very tiny because there are over a billion people who live in China. There is not enough room for people to have large homes. People live on houseboats because they cannot afford to live elsewhere. There are many rivers and canals in China, so they can live on the water.

In your atlas, find the city of Guangzhou. Guangzhou is one of the largest cities in China.

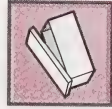
What kind of community does Yang live in? What kind of home does Yang live in? How is Yang's home different from yours? How is it similar? Why do you think Yang's home is so tiny?

Look at this picture of a houseboat. It shows how many people in China live. How is it similar to your home? How is it different? Why would people live on a houseboat? Would you like to live on a houseboat? Why or why not?



Yang lives in the large city of Guangzhou. There are many different jobs for people in a large city. Name two jobs in the city. What do people who live in the country do for a living?

Name several occupations of people in your community. Many people in Canada live in the country. What do they do for a living? How are Canadian jobs similar to the jobs in China? How are they different?



Take out your book *Tales Near and Far*.

Turn to the story "The Legend of Hua Mu-lan." Look at the clothes in the illustrations. Do you think this is how people in China dress today? Circle **Yes** or **No**.

Turn to page 19. Look at the girl and her grandmother at the bottom of the page. Who are they? Why are their clothes different from the ones in the rest of the story?

Have the student refer to the article for the answers. Discuss the similarities and differences between the occupations in China and Canada and in Guangzhou and the student's own community.

Explain that people today wear traditional clothes only for special festivals. The woman on page 19 is telling her granddaughter Mu-lan's story today, as it says in the last paragraph. Point out that this is how Chinese people often dress now.

Explain that because the climate in Guangzhou is hot in summer and mild in winter, a great variety of clothing is not needed. Much of the clothing is made of cotton. In winter, the same clothes are layered for additional warmth. Discuss the similarities and differences between Yang's clothing and the student's clothing.

What kind of clothing does Yang wear? Look at this picture of a Chinese family. Look at their clothing.



How are your clothes the same or different from Wu Yang's?

Complete Day 8: Assignment 13 in your Assignment Booklet.

Looking Back

What was the best part of today? Why?

If you could change one thing about today, what would it be? Why?

You heard about Yang and his life in China. How is it similar to Olabisi's life in Africa? How is it different?

Would you like to live in West Africa? Why or why not?
Would you like to live in China? Why or why not?

Would you like to visit either place? Why or why not?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 6A and complete Day 8: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read “The Legend of Hua Mu-lan.”
- Show the picture story map of Mu-lan’s journey.
- Talk about Wu Yang and the things you learned about China.



Day 9: Wu Yang's Community



You will learn more about life in China today. Have you ever eaten Chinese food? Did you use chopsticks? Today you will cook a Chinese dish!

Calendar Time

Follow the daily procedure.



Work on Module 6: Day 9.

Music and Movement



Listen to the first part of the selection “Sorcerer’s Apprentice”.

Can you move like an animal? Circle

Yes

or

No

See the Home Instructor’s Guide for more information about this activity.

Locate “Sorcerer’s Apprentice” on track 6 of the *JEUX D’ENFANTS/Children’s Games* CD. This is a very long selection. Just listen to the first minute or two.

As the music plays, ask the student to identify which parts have a fast tempo and which parts have a slower tempo. The tempos in the first part of the selection are slow-slow-fast-slow-fast-slow-fast.

You know that some animals move quickly and some move slowly. One animal that lives in Africa is a leopard. Do leopards move quickly or slowly?



Show your home instructor how a leopard moves when it runs. Name some other animals that can move very quickly.

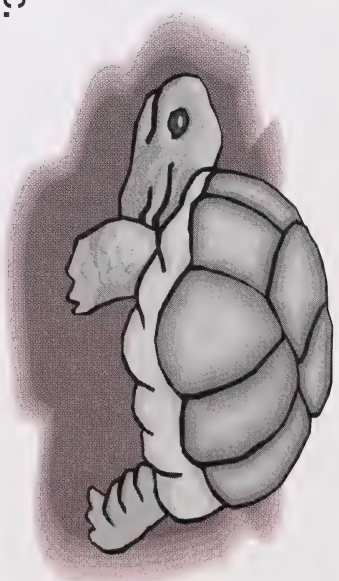
After the student shows you how a leopard moves, he or she will name several other animals that can move quickly. Animals that move quickly may include a gazelle, a cheetah, a hare, and so on.



One animal that lives in China is a panda bear. Do panda bears move quickly or slowly? Show your home instructor how a panda bear moves as it eats leaves. Name some other animals that move slowly.

After the student shows you how a panda moves, he or she will name several other animals that move slowly. Animals that move slowly may include a snail, a sloth, a turtle, and so on.

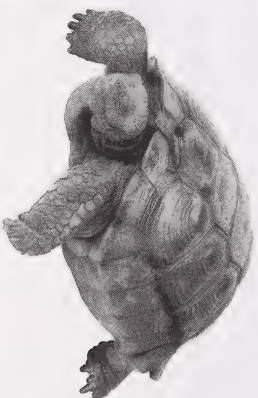
Now listen and move to the first part of the selection. When you hear music with a slow tempo, imagine you are one of the slow animals. Move like the animal. Try to move to the beat of the music.



When you hear music with a fast tempo, imagine you are one of the fast animals. Move to the music.

Each time the tempo changes, move like a different animal.

The student should choose a new animal each time the music changes tempo. If necessary, remind the student of a slow animal or a fast animal that was suggested earlier.



The Story of Mu-lan



Take out your book *Tales Near and Far*.

Read the tale “The Legend of Hua Mu-lan” silently.



Read the questions with the student. The student may choose to answer one or more of them in his or her journal.

Recall the different ways tales begin. Explain that these phrases tell when the tale took place. There are other words and phrases that tell when something happens that help the reader understand the order of events, such as *one day* and *then*.

Journal Time



Take out your journal. Turn to the Reading Response section.

Would you like Mu-lan as a friend? Why? What does this story make you think about? Does Mu-lan remind you of anyone? Who? What did you learn from this selection?

Remember to print today's date at the top of the page.

Time Markers

Stories begin many different ways. Think of some tales and stories you know. Try to remember some of the ways they begin.

There are words or phrases that authors use to let the reader know when something is happening. **Long ago** tells you when the story takes place. **One day** is a time phrase. **Then** is a time word. **One day** and **then** tell the order of events.

Listen as your home instructor reads "The Legend of Hua Mu-lan" to you. Every time your home instructor comes to a time word or phrase, say "time marker." When you are done, think of other time markers to add to the list.



Take out lined paper.

Write a new tale using at least five time markers from the list. Your home instructor will help you begin the tale. Finish the tale and illustrate a scene from it.



You will send your tale to your teacher at the end of the day.

Read "The Legend of Hua Mu-lan" aloud as the student follows along. As you come to time words or phrases, print each one on chart paper or other large paper. Post the list on the wall for future reference when the student is writing. The first one is *long ago*. Another phrase that shows time is *one day*. See the Home Instructor's Guide for a sample chart of time markers in the story. Brainstorm other time markers with the student to add to the list, such as *soon*, *next*, and *after a while*.

With the student, write the beginning of a new tale using time markers from the chart. Write the story on the board as the student dictates it to you. Talk about each time marker the student suggests and how it is used. When the beginning is done, have the student copy it on paper and then finish the tale on his or her own.

Refer to the Home Instructor's Guide for more information about this activity.





In some areas of China, the people eat a lot of rice. Discuss the similarities and differences between food in China and Canada.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Food for Thought

What is one of the main foods that Chinese people eat? (Hint: It is their main crop as well.) List several other foods that they eat. Do you eat a lot of rice? Circle  **Yes** or  **No**. Is there a food that you eat more than others? Circle  **Yes** or  **No**. If you do, what is it?

Think of the different kinds of food that you eat. Think of what the Wu family eats. How is the food the same? How is it different?



What do Yang and his family use to eat their food? What do you use? Have you ever tried to eat with chopsticks?

Circle **Yes** or **No**. If yes, were they easy or difficult to use?

Have you ever eaten in a Chinese restaurant?

Circle **Yes** or **No**. What did you eat? Did you enjoy it? If you have never eaten Chinese food and get a chance to eat it sometime, try it. It's delicious!



Prepare the ingredients. If using canned chicken broth, open the cans of broth for the student. Make sure the student is careful around the stove. Turn it on yourself and supervise as the student makes the soup. Point out that the ingredients list tells how certain ingredients should be prepared. For example, the eggs should be beaten and the parsley and green onions should be chopped.

Egg Drop Soup

2 cans chicken broth	45 mL cold water
15 mL cornstarch	2 eggs, beaten
15 mL soy sauce	30 mL parsley, coarsely chopped
pinch of powdered ginger or grated fresh gingerroot	2 green onions, chopped
few sprinkles pepper	

Bring the chicken broth to a boil.

Stir the cornstarch into 45 mL of cold water until the cornstarch dissolves. Stir the mixture into the boiling broth until it is slightly thickened. Stir in the soy sauce, ginger, and pepper.

Pour the eggs very slowly, in a thin stream, into the boiling broth, whisking with a wire whisk or fork as you pour. The eggs will cook in threads.

Turn off the heat. Stir in the parsley and green onions.

Serve hot.

Makes 4 servings.

Now have the soup you made for lunch. Enjoy!



Break for lunch.



Both you and the student read silently for ten minutes.

Silent Reading

Enjoy your reading time.

Fun with Phonics

The following words are from the story "The Legend of Hua Mu-lan." Each word contains a long vowel sound. Read them aloud.

side wife place brave

You're going to write other words that have the long vowels **a** and **i** in them.



Review the rule for long vowel sounds. If a word or syllable has two vowels, the first vowel usually stands for the long sound and the second vowel is silent (for example, **Jane** and **kite**).

On the lines below, print the sentences you hear your home instructor say. Circle in red the words with the long vowel **a**. Circle in yellow the words with the long vowel **i**.

1.

2.

3.

4.

Have the student write the sentences you dictate containing words with the long vowels **a** and **i**.

1. Did Jane bake that cake?

2. I like my new bike.

3. Jake has a red tie.

4. I like to play in the rain.

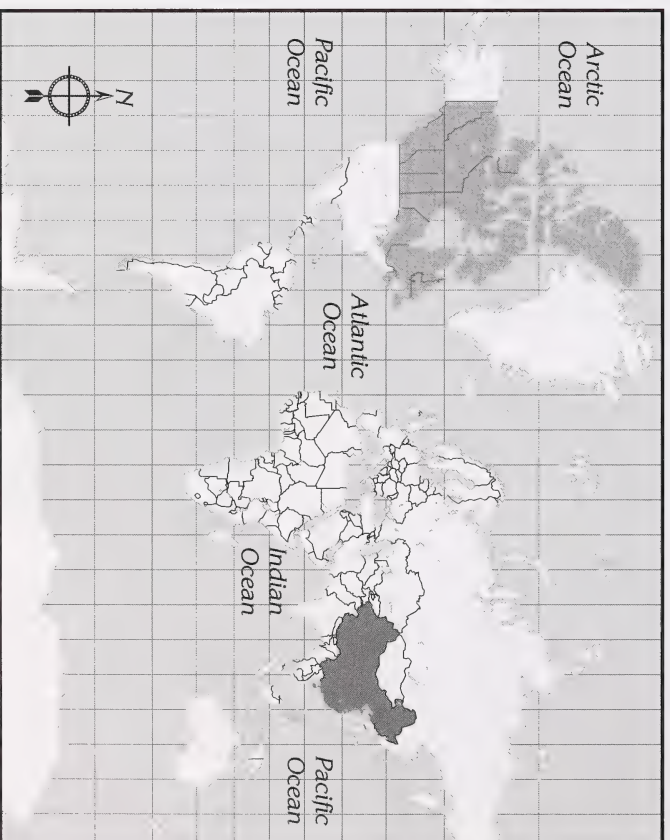
With the student, check the sentences for spelling and punctuation. Long vowel **a** words are *Jane*, *bake*, *cake*, *Jake*, *play*, and *rain*. Long vowel **i** words are *like*, *bike*, *tie*, and *like*.



Have the student locate China and Canada on the globe. Read "The Wu Family of China" to the student again.

A Community in China

Locate China on a globe. Show where Canada is. What ocean separates China and Canada?

Listen to the article about Wu Yang and his family again.



While Wu Yang's mother is at work in the factory, Yang is in school. Yang speaks Mandarin. Mandarin is a form of the Chinese language. **Ni hao!** Do you know what that means? Circle  **Yes** or  **No**. It means "Hello!"

Chinese people use characters instead of letters when they write. Each character has its own meaning. People who use English often find it difficult to learn Chinese.



月 馬 木

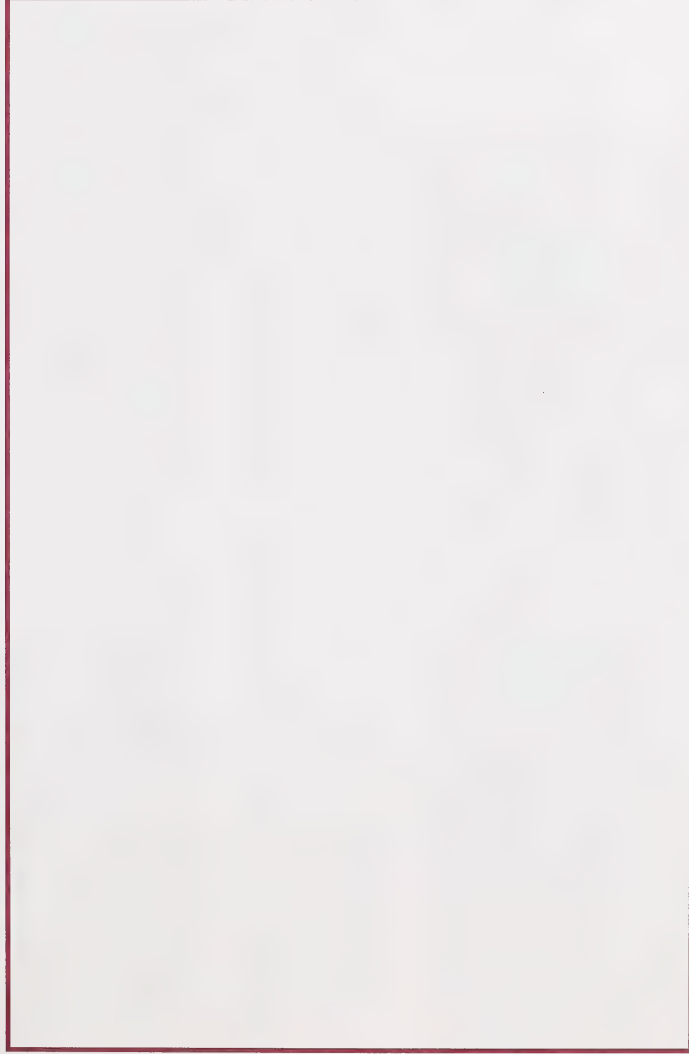
Ni hao is pronounced "knee how." Explain that the Chinese alphabet is made up of characters developed from pictures. Unlike the letters of the English alphabet, each character has its own meaning.

Compare the pictures of the words with the Chinese characters. Help the student see how the Chinese character may have developed from the picture of the object.

Look at the following characters that stand for words.

English Word	Picture	Chinese Word
mountain		山
horse		馬
moon		月
field		田
rain		雨
tree		木
river		川

Print the Chinese character for the word **tree** in the rectangle. Can you see how the character looks like a tree?
Circle  **Yes** or  **No**.



Complete Day 9: Assignment 14 in your Assignment Booklet.

Looking Back

What did you like about today's Music and Movement activity? Did you have any trouble following the directions?

What did you learn about the tempo of music?

You pretended to be different animals. What did you like best about that?

Do you like to cook? Why or why not? What is the best thing about cooking?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 6A and complete Day 9: Learning Log. Have the student include his or her comments.



Sharing Time

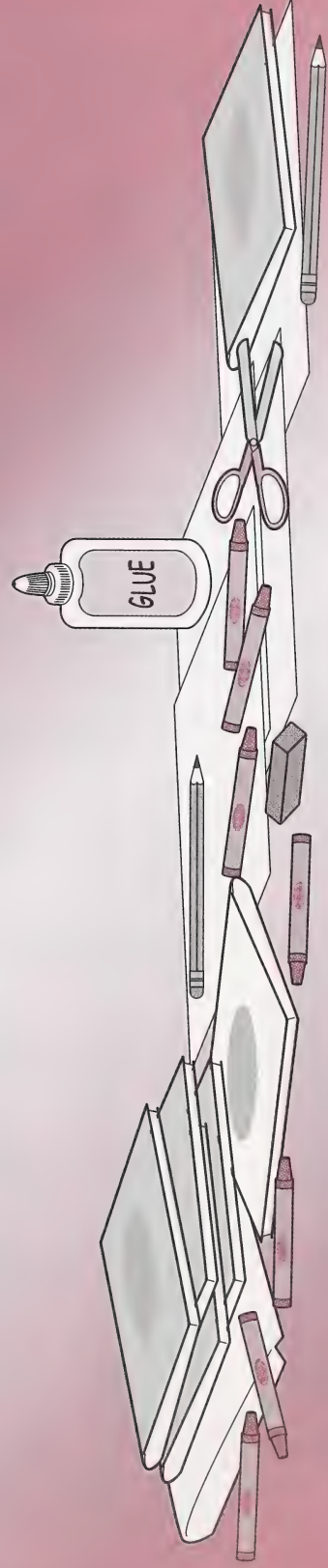
Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Play “Sorcerer’s Apprentice” and discuss the tempo of the music.
- Share the soup you made and tell how you made it.
- Talk about what you learned about China today.



Appendix

Image Credits Cut-out Learning Aids



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Welcome Page

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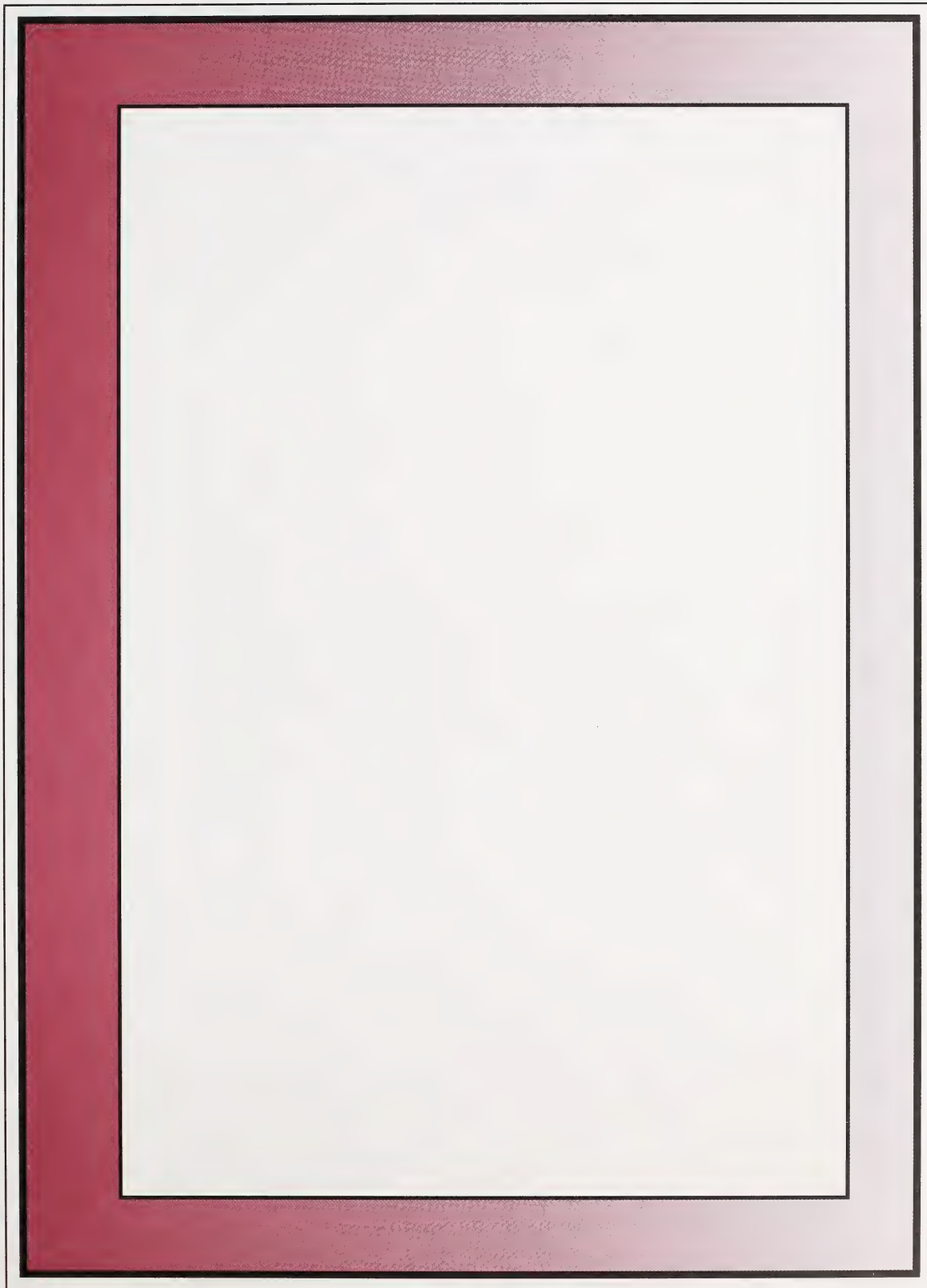
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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Learning New Words

To learn new words use the following strategies:

- Look at how the word starts.
- Sound it out.
- Look for little words you know in the longer word.
- Look at how the word ends.
- Look for vowel teams.
- Look for consonant blends.
- Say the word aloud correctly a few times.
- Use the word in a sentence.
- Use the look-say-cover and see-write-check way to learn to spell the word.

A Good Storyteller

You can learn to be a good storyteller by following these suggestions:

- Choose a story your audience will enjoy.
- Read the story or repeat it to yourself a number of times to select the main events and details.
- Include all of the story elements.
 - What is the setting?
 - Who are the characters?
 - What is the problem?
 - What are the events?
 - What is the mood of the story? Is it funny, exciting, scary, or mysterious?
- Use your voice, facial expressions, gestures, and body to help the audience see and hear what's happening.
- Focus on the beginning and ending.
- Choose some props, pictures, puppets, sound effects, or even background music to make the story more interesting.

